SAFETY Education

FEBRUARY 1952

Two Sections · Section One

Safety in the Small Community—See Page 8

The **NATIONAL SAFETY COUNCIL**, the heart of the safety movement in America, collects and distributes information about accidents and methods for their prevention. Organized on a nonprofit basis, the Council promotes safety in industry, traffic, school, home and on the farm.

SAFETY EDUCATION is the official publication of the School and College Division of the Council.

Headquarters: 425 N. Michigan Avenue, Chicago 11, Ill.

NED H. DEARBORN, president, National Safety Council

WAYNE P. HUGHES, director, School and College Division

HEROLD C. HUNT, vice president for schools and colleges, National Safety Council.

School and College Conference, 1952-53

HERBERT J. STACK, Chairman
FRANK C. ABBOTT
ARTHUR S. ADAMS
JOHN J. AHERN
W. W. BAUER
NORMAN E. BORGERSON
EARL H. BREON
CLIFFORD LEE BROWNELL
PERCY BUGBEE
PRICE E. CLARK
ZENAS R. CLARK
JOHN E. CORBALLY
WALTER A. CUTTER
M. R. DARLINGTON, JR.
FRANK W. DOUMA
RAY O. DUNCAN
ROY FAIRBROTHER
LOWELL B. FISHER
URBAN FLEEGE
A. E. FLORIO
FORREST GAINES
DON GAVIT
LILLIAN GILLILAND
GORDON C. GRAHAM
JAMES J. GRIFFIN
MARY S. HANDLIN
FRED V. HEIN
THOMAS J. HIGGINS
CLAUDE W. HIPPLER
MSGR. F. G. HOCHWALT
DE WITT HUNT
HEROLD C. HUNT
HAROLD K. JACK
HARRY R. JACKSON
H. W. JAMES
STEPHEN JAMES
GEORGE JENNINGS
HELEN K. KNANDEL
MRS. FRED W. KNIGHT
HAROLD F. LILLIE
FORREST E. LONG
C. BENTON MANLEY
JAMES W. MANN
CHARLES A. MILLER
M. D. MOBLEY
MAURICE G. OSBORNE
M. R. OWENS
H. V. PORTER
MRS. GLADYS POTTER
A. H. PRITZLAFF
THELMA REED
EDWARD A. RICHARDS
PETER B. RITZMA
C. A. SEMLER
LESLIE SILVERNALE
RAY STOMBAUGH
RANDALL C. SWANSON
GEORGE C. TRAVER
FRANK H. TROTTER
EDWARD M. TUTTLE
N. E. VILES
GILBERT S. WILLEY
WALTER R. WILLIAMS, JR.

SAFETY EDUCATION

Volume XXXII
No. 6
Section One

• • *A MAGAZINE FOR TEACHERS AND ADMINISTRATORS*

EDUCATIONAL PRESS ASSOCIATION OF AMERICA

CHARLES W. TAYLOR, *Editor*
C. H. MILLER, *Advertising Manager*
FELIX STREYCKMANS, *Editorial Director*

Reg. U.S. Pat. Office

CONTENTS

Doubts Patrols Improve Pupils' Safety Habits —Wilbur A. Yauch 2
High School Patrols Solve Traffic Hazard —James L. Delaney 4
Adult Crossing Guards Used in Cincinnati —Imagene Nevins Holloway 6
Safety in the Small Community—Charles W. Taylor 8
We Are Trying Radio in Safety—Katherine Rahl 13
We Love a Parade!—Earl D. Heath 15
Survey of Safety Trends in Colleges, Universities —Homer Allen 16
Patrols Are an Important Part of Accident Prevention at Shaker Heights 20
Devices Used to Teach Driver Education—Earl Allgaier 25

Departments

Safety in the Farm Mechanics Shop Data Sheet No. 60 17
Lesson Units 27

SCHOOL AND COLLEGE COMMITTEES

Safety Education Supervisors' Section
Chairman: **ZENAS R. CLARK**, Administrative Assistant, Wilmington Public Schools, Wilmington, Del.

Driver Education Section
Chairman: **FORREST GAINES**, Supervisor of Safety Education, State Department of Education, Baton Rouge, La.

Standard Student Accident Report Committee
Chairman: **THELMA REED**, principal, William Volker school, Kansas City, Mo.

School Transportation Committee
Chairman: **MAURICE G. OSBORNE**, Chief, Bureau of Field Services, State Dept. of Education, Albany, N. Y.

School Plant Planning Committee
Chairman: **THOMAS J. HIGGINS**, Director, Division of School Building Survey, Chicago Public Schools, Chicago, Ill.

The following are inactive during 1953.

Elementary School Section
Chairman: **LILLIAN GILLILAND**, teacher, Britton Elementary School, Britton, Okla.

Secondary School Committee
Chairman: **C. BENTON MANLEY**, Director of Secondary Education, Springfield Public Schools, Springfield, Mo.

Higher Education Committee
Chairman: **H. W. JAMES**, President-Emeritus, New Mexico Western College, Silver City, N. M.

Contents of SAFETY EDUCATION are regularly listed in "Education Index."

SAFETY EDUCATION is published monthly, September through May, in two sections by the National Safety Council, 425 N. Michigan Ave., Chicago 11, Ill. Entered as second class matter, September 13, 1933, at the Post Office at Chicago, Ill., under the act of March 3, 1879. Copyright, 1952, by the National Safety Council. Printed in the U.S.A. Subscription price $3.30 a year. Reduced prices for quantity orders.

Over My Shoulder

When I was ready for college my father told me that President Eliot of Harvard had told him that the finest colleges of liberal arts in the nation were the small Methodist-supported institutions. Discounting my father's denominational enthusiasm—he was a presiding elder in the Methodist church—there were, and are now, a number of excellent church-supported colleges in what H. L. Mencken so contemptuously labelled The Bible Belt. I am thinking of some in Missouri. For example, there are Westminster, Central, Parks, Missouri Wesleyan (which I attended and which is now defunct) and one other—William Jewell, a Baptist-supported college whose campus graces the hillsides of Liberty, Missouri.

Bill Jewell was our traditional rival. We scheduled our annual Thanksgiving Day football game with Bill Jewell. On the basketball courts our rallying cry was "Beat Bill Jewell." Our glee clubs exchanged dates and our debating team, of which I was for a while a member, regarded a decision over Jewell as a certificate of achievement.

Despite this friendly (?) rivalry, there were certain persons on the campus of my college who regarded Bill Jewell's claim to excellence with a jaundiced eye. Jewell's student body, they held, was inclined to frivolousness and, in support of this claim, they cited the fact that there was a Stutz Bear Cat on the campus, that male students had been seen smoking right out on the streets in downtown Liberty, and some national Greek-letter fraternities had chapters on the campus. No Character Building Institution would tolerate such temptations to departure from the paths of righteousness and learning, they said.

This view of Bill Jewell was held with something less than unanimity by the student population of my school. Although Bill Jewell's curriculum did not consist exclusively of chapel, chemistry, calculus and culture, many of the residents of Bill Jewell's campus received in the classrooms the impetus and information which a man must have if he is to have the desire and the ability to serve his fellow man.

Recently the faculty of Bill Jewell bestowed its cachet on an alumnus with whom I have some dealings. At an Achievement Day Convocation in John Gano Memorial chapel, Dr. Walter Pope Binns, college president, presented a Citation of Achievement to Paul Jones, director of public information for the National Safety Council. Jones was one of five alumni so honored. When I read that our system of education is failing in meeting its responsibility to a democracy, where each man IS his brother's keeper, I shall refer the detractors to the words with which Paul Jones, a product of the public schools of Chillicothe, Missouri, and William Jewell College, Liberty, Missouri, addressed the student body at Bill Jewell:

"When I was in William Jewell way back yonder in the class of '16, one of my professors made a startling statement," Jones said. "He said there was something more important in life than making money.

"This 'something,' he said, was the satisfaction of achievement—the satisfaction of licking a problem you didn't believe could be licked . . . the satisfaction of doing a job better than you had to just to get by . . . the satisfaction of contributing to the welfare and happiness of other people.

"Now of course I was much smarter at that time than I am now, and could make big decisions much faster. So I immediately wrote off the professor's philsosphy as so much academic hogwash. A very nice thought, I said to myself, but will it pay the rent? Can you eat it? Can you trade it in on a new car?

"Well, in the years since my graduation I have learned the hard way that the professor was right. And I am grateful for the opportunity to come here today and publicly admit it.

"Personally, I have not experienced the satisfaction of that kind of achievement to the extent that I would like. But I have seen the great contentment and the serenity of mind enjoyed by those who have. *(to page 40)*

Doubts Patrols Improve Pupils' Safety Habits

by WILBUR A. YAUCH

AT THE FORTIETH NATIONAL Safety Congress in Chicago, one sectional meeting of the school and college division was devoted to a consideration of the question, "Are We Creating Interest Through Functional Activities?" During the discussion I suggested that the term "functional" implies a *change* in the behavior of the learner and, more importantly, a change that comes as a result of the learner's insight into, and acceptance of, the importance of the new behavior.

On the basis of such an interpretation of "functional," I wonder how many teachers and administrators can claim that their safety patrols in the elementary school are achieving improvement in the behavior of pupils in safe living. It is a well-known fact that children unconsciously borrow their values and actions from the adults with whom they live. It appears that educators are going to need to intensify their safety program many-fold in order to counteract the erroneous notions children are getting from observing the safety habits of most adults.

The problem of educating children to lead a more intelligently safe life is extremely complex. On the positive side, it is necessary to instill concepts of safety into their thinking and action. On the negative side, we have the unenviable responsibility of helping them to unlearn many bad habits. The presence of "hot-rodding" juveniles, the appalling increase in traffic fatalities, do not make our problem any easier. If we are to succeed at all, it will be because teachers accept the full responsibility for making their safety programs truly functional.

My case against the safety patrol is based on the premise that the mere organization of a group of older children to help the younger children observe good traffic regulations often obscures several basic weaknesses in the plan.

One can so easily take pride in a group of youngsters, properly uniformed, eager to help, punctual in reaching their assigned stations, and efficiently controlling other children crossing the street, all under the careful supervision of a teacher specially interested in guiding the work of a safety patrol. It has the outward appearance of being modern and sensibly concerned with helping save children's lives.

But how often do we probe beneath this neat surface of organization and examine the educational results? What do children do about crossing the street on school holidays, when the safety patrol is not around to supervise?

Perhaps the most serious defects are those which are not necessarily related to traffic

---

WILBUR A. YAUCH is head of the department of education at Northern Illinois State Teachers College. In the letter accompanying this paper Dr. Yauch wrote "If you prepare any blurb about the author, be sure to mention my long connection with the public schools. I find that as the years roll by I am out in the uncomfortable position of being labeled a theoretical college professor."

safety, but their hidden nature often causes teachers to come to hasty conclusions about other aspects of the program. At the risk of being considered an unpopular detractor from a rather universally approved program, I should like to mention four such defects.

IN THE FIRST PLACE, the organization of a safety patrol begs a prior question: Whose job is it to see that children going to and from school are guarded from traffic hazards?

It seems reasonable to assume that this responsibility naturally belongs to the civil government and is not directly a school responsibility. Perhaps the school administrator and the chief of police should arrive at some important agreements before any school organization is developed. It is quite obvious that adult supervision is mandatory where children need to cross an arterial highway to get to school. It may well be that when the school willingly accepts the task of such control, the city fathers will conclude that it is not necessary for them to take any further thought of the matter. This is merely one of the many instances where the school has been ready to accept community responsibilities when the appropriate agency has failed to live up to its duty.

SECONDLY, TEACHERS SHOULD examine more carefully the consequences of placing some children in authority over others. What is it going to do to the children who are being controlled? What personality effect does it have on those doing the controlling? Do the children learn to respect constituted authority, or do they merely learn to obey when delegated authority is around to enforce regulations?

Since even the most responsible and mature members of the safety patrol still are children, one may expect errors in judgment and misuse of their powers. To raise a question about the consequences in personal relations does not automatically imply that they are always bad, but it does emphasize the necessity of knowing some answers.

RELATED TO THE ABOVE, but even more important in its implications, is the serious question of whether we are delegating to children a responsibility which the most expert teachers have found difficult to meet. Under the most ideal conditions, given a teacher of maximum skill and ingenuity, it is extremely difficult to guide children's behavior so that moderately successful results are achieved. The school is only one of many educational agencies influencing the life of the child, and not necessarily is it the most influential. Unless children receive a maximum of direct contact with expert teachers we have little chance of overcoming or neutralizing some of the undesirable learnings gained outside the school. As an adult staff of educators we have found it particularly difficult to teach children to observe sensible conduct in regard to safety measures. How much less effective must it inevitably be when we delegate that problem to immature children?

Conversely, it seems to contradict what we know about the best methods of learning. Children's responsibilities should be restricted to the level of their abilities so that real growth can take place. Asking a child who has not yet learned to live intelligently to guide the growth of other children in this direction is like asking the blind to guide the blind.

In this connection I am reminded of an observation of teaching errors: "We typically underrate children's intelligence and overrate their experiences."

OF ALL THE POTENTIAL weaknesses that may creep into the safety program, the fourth is the most serious and also the most practical. It refers to the difficulty every school administrator faces and for which no final solution is given.

In the busy life of the average classroom teacher, his responsibilities are overwhelming. He is called upon to minister to the child's manifold needs, and in addition is supposed to assume many other less educational duties. It is small wonder that he desperately seeks opportunities to delegate some of this burden. The creation of the safety patrol affords him one legitimate excuse for passing on some of this heavy responsibility to others. Ordinarily, one member of the school staff is asked to direct and supervise the work of the patrol. Since this one teacher is considered properly qualified for the task, all other teachers unconsciously relax their vigilance.

Many difficult problems ensue, not the least of which is the conflict in authority which arises in the perplexed minds of the members of the safety patrol. Since communication among the members of the school staff is always less than perfect, it is not uncommon for the child to get one set of instructions from his classroom teacher and conflicting suggestions from the faculty advisor.

It may appear that I am trying deliberately to confuse the issue, but such is not the case. It seems to me that, when one examines the pros and cons of the *(to page 40)*

High School Patrols Solve Traffic Hazard

by JAMES L. DELANEY

If you "level" with youngsters—they'll level with you. At least that is our experience in organizing a safety patrol in the secondary school system here in Cambridge.

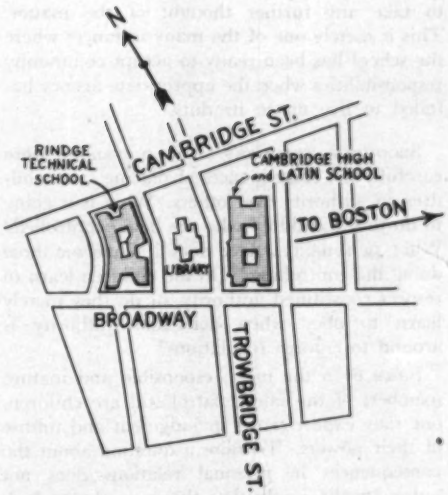
Cambridge, Massachusetts, with a population of 120,000, has two public high schools: Cambridge High and Latin, with an enrollment of 2,350; and Rindge Technical School for Boys, with an enrollment of a thousand. The schools are separated, one block, by the public library. On the north side of the schools is Cambridge street, on the south side is Broadway.

Both of these streets are traffic arteries which carry a large volume of Boston-bound traffic which reaches a peak coincident with the opening session of school. In addition there are bus lines which use each street.

When 3,350 pupils—the combined enrollment of the two schools—converge on a principal traffic artery at a peak-load hour there is bound to be congestion and confusion. The problem was most acute at the intersection of Broadway and Trowbridge street. Pupils from both schools cross at this point and, by sheer weight of numbers, create a condition hazardous to themselves and obstructive to traffic.

In 1948 the problem became acute. Most of the pupils then in high school had attended elementary school during the war years when safety education had not received the fullest attention. Now they showed very little regard for safety precautions.

Since the safety patrol idea had proved its worth in the elementary schools, it seemed logical that it could be adapted to fit this situation. The suggestion was taken to the superintendent of schools with a basic plan. After careful consideration, the plan was approved.



The organization was to have the approval of the police department and the school system, particulary the headmasters of the high schools. It was to be part of a course in safety education under the direction of a teacher assigned in each school.

James L. Delaney is safety officer for the Cambridge police department.

For participation in the patrol, pupils were to receive two credits toward graduation for each year of service. (Major subjects carry ten credits per year, one hundred and sixty credits are required for graduation.)

The patrol was charged with the responsibilities of aiding the pupils in crossing streets at the crosswalks in safety and with expediting the movement of traffic by creating gaps in the lines of pupils. In addition the patrol was to instruct, advise, warn, and when necessary, report pupils for infractions of the safety rules.

Posts were to be established at each of the four corners of each school block and at mid-block where the members would supervise bus stops.

Headmasters at both schools posted notices requesting volunteers for the patrol. At Rindge, where an interior traffic squad had been in operation for many years, the response was excellent.

At Cambridge Latin there were no volunteers!

So the headmaster arranged for an assembly of the junior and senior boys at which the police department's safety officer would speak. At the assembly cheer-leading techniques were carefully avoided. The needs were stated and the responsibilities were placed squarely on the shoulders of the pupils.

Membership was voluntary.

Members would be performing a public service in protecting the lives and safety of their fellow pupils.

Members would be helping the police and the school authorities by maintaining good order and by improving the flow of traffic.

Members would have the full cooperation of the school and police in the performance of their duties.

Members were assured that the entire student body of both schools would be made familiar with the program, the duties and responsibilities of the patrol members.

No member of the patrol would be required or expected to perform any **childish** function or to wear any insignia beneath his dignity!

THE MEETING WAS OPENED up for discussion from the floor and questions and answers were volleyed between the pupils and the police department safety officer.

When all of the questions had been asked thirty-six pupils volunteered for service on the safety patrol. Among them, as was to be expected, were several of the school's best athletes and boys with the highest marks in their classes. The number of volunteers was large enough to assign alternating groups and to maintain a reserve.

Periodic follow-up meetings were held to perfect the functioning of the safety patrol. During the first few weeks the patrol members needed a considerable amount of assistance, There were many changes made as the patrol settled down. During that first semester almost two-thirds of the original number of volunteers dropped out but the places they left vacant were filled rapidly enough that the patrol functioned successfully.

A considerable amount of thought has been given to the problem of making their responsibilities real to patrol members. Posts have been eliminated or relocated whenever the situation warranted it. Since NEED is a basic requirement for the existence of the patrol, it follows that when there is no NEED there should be no patrol. Conversely, so long as the patrol members are aware of the need for their services and feel the dependence of the school and police department upon their functioning, there will be patrols.

As an example, one street adjacent to Rindge Technical School for Boys was closed to traffic this past year and the general improvement in the area eliminated the actual need for the patrol. So the patrol was discontinued. Should the need arise again, the patrol will be re-activated.

At Cambridge Latin, membership in the patrol has been opened to members of the freshman and sophomore classes at the request of the class members. Many pupils had served in the elementary school patrols and wanted to continue to serve in high school.

This feeling of trust and respect for members of the secondary school safety patrol, which is felt and shown by the police and school officials, is not confined to the high school pupils. Last spring, on the occasion of the twenty-fifth anniversary of the organization of the Cambridge safety patrol, the community raised more than $6,000 to pay the costs of a four-day trip for one hundred elementary school patrol members to Washington, D. C. The trip was not an incentive to recruit members for the patrol, it was a gesture of community-wide recognition for work well done. The Cambridge *Chronicle-Sun* said it this way:

"The trip was a fitting reward for the twenty-five years of service which safety patrol members have given in protecting our children from traffic hazards."

Adult Crossing Guards Used in Cincinnati

by IRMAGENE NEVINS HOLLOWAY

CINCINNATI'S REPUTATION FOR civic-minded activities has been given another lift through the program of adult school crossing guards, a joint activity of the highway safety bureau of the police department, the public schools of Cincinnati and the Cincinnati diocese Roman Catholic schools.

This cooperative method of protecting children enroute to and from school has now been in operation for five years. It has proven so successful that it is one of the bright spots in the traffic picture as Cincinnati forges ahead as a great city.

The administrative personnel of the schools suggest where the school crossing guards are needed and inform the police department of this need. The police secure the guards, train, pay and assign them to specified intersections.

For the current year, 1952-53, seventy-seven guards have been employed. A notice was inserted in the papers asking applicants to come to the police department and to fill out the desired forms concerning age, address, sex, physical condition and availability for work.

This information was turned over to Lieutenant Arthur Mehring of the highway safety bureau who had two of his staff members, Patrolmen Gordon Gick and Edward Liebel, interview each of the applicants. Those not physically or emotionally qualified to do the work were rejected.

The number hired is about evenly divided between men and women. The men are the older group, for the most part they are sixty-five or more years of age. The average age of the guards is about fifty.

Mothers of children enrolled in the neighborhood school sometimes apply for the position of school crossing guard.

These guards work on an average of two and one-half hours per day, the longest work-

Arvey Dietert, director of elementary schools, explains their duties to crossing guards at the training institute. *Cincinnati Police photo.*

ing period is five hours and the shortest is two hours. The average salary for the guards is $585.90. A total expense of $44,233.50 is paid by the police department for the nine and one-half months of school.

The police department furnishes each adult school crossing guard with a white cap, cap wreath, badge and sign. For those who work outside their neighborhood, a street car pass is also furnished.

Prior to the opening of school, all adult crossing guards met at the Cincinnati Police Academy where they participated in an orientation course. This year the program was as follows:

Captain Guy York, director of the Cincinnati highway safety bureau, presents uniform caps and stop signs to guards. Cincinnati Enquirer photo.

Captain Guy York, highway safety bureau of the police department, gave the welcome talk emphasizing the importance of the school guards.

Arvey Dietert, director of elementary schools, spoke on the dependence of the Cincinnati public schools on the crossing guards to get children to and from school safely.

Rev. William Franer, assistant superintendent of the Cincinnati diocesan Roman Catholic school, also addressed the guards.

Kenneth R. Miller, executive director, Greater Cincinnati Safety Council, offered the cooperation of the council and appreciation of the work of the guards.

Lieut. Mehring discussed traffic control technic, phases of traffic, traffic cycles, where to stand in intersections, legal responsibilities, police powers while assigned and related subjects.

There are problems associated with the school crossing guards in Cincinnati. Among them are the inability to cover all the crossings desired and the turn-over of employees. Only fifty percent of those employed last year are now serving.

IRMAGENE HOLLOWAY is educational consultant for the Greater Cincinnati Safety Council.

More than 1,600,000 high school pupils hold after-school jobs according to Labor Force Bulletin of the United States Census Bureau. In 1940 the total was only 300,000.

This year hundreds of Christmas greeting cards came from all over the world. This is to thank all of you for your remembrance and to express my deepest gratitude for your friendship to the Council. The helpful things you do in safety and the kind words you utter are a daily source of inspiration.

My warmest personal greetings and best wishes for 1953!

NED H. DEARBORN

Safety in the Small Community

by CHARLES W. TAYLOR

Safety Officer H. W. Pier

THIS IS A SUCCESS story. It will try to tell how one man, imbued with an idea, persisted until another man accepted the idea whereupon the two men "sold" the idea to others and so on, by geometrical progression, until a whole community was affected.

It is told in SAFETY EDUCATION, first because the idea concerns child safety and, secondly, because it is an illustration of how a small community can organize its accident prevention activities. There are, doubtless, other small communities in the United States which are waiting only for the catalytic activity of some few persons to convert a latent interest in child welfare into a comprehensive community-wide safety program. Almost half of the children attending school in the United States live in small communities. These children are the migrants who tomorrow will swell the population of the larger cities.

The intelligence and vigor with which the aggravated safety problems of tomorrow's big cities are attacked is conditioned, in some degree, by the attitudes which children in small communities are now forming.

Richland Center, Wisconsin, is one hundred per cent dependent upon the Holstein cow, says G. H. Grosenick, superintendent of schools. Situated in the limestone hill area of southwestern Wisconsin, the surrounding slopes and valleys afford pasture and grain for cows which produce a million pounds of milk a day for the three condensaries which are Richland Center's main industry. A bowling pin factory, a box factory, a tool and die plant and a tobacco processing plant add to the community's payroll income.

Richland Center's population is 4,600. Being about half-way between LaCrosse and Madison, Wisconsin—the nearest competing shopping centers which are approximately sixty miles west and east respectively—Richland Center serves as the retail community as well as county seat for Richland County whose population is 20,-

Richland Center is sixty-seven miles east of LaCrosse, sixty-one miles west of Madison.

100. Its business area is comparable in size to that in many communities twice its population.

Two weekly newspaper, the *Richland Democrat* and the *Republican-Observer*, and a radio station, WRCO, serve the community. There are fourteen organized religious groups in the city. The county has been "dry" by local option since 1933.

Besides the county highways—farm-to-market hard-surfaced roads, Wisconsin State Highways 56 and 80 and U. S. Highway 14 transect the city. A traffic flow map, developed from week-day counts by the State Highway Commission of Wisconsin, shows an average week-day density of 6,177 vehicles on Main street. Saturday and Sunday traffic, in fair weather, is double or triple this amount according to the Richland Center police department.

It was the re-opening of U. S. Highway 14 which precipitated the organization of a safety council in Richland Center. The newly-surfaced, relocated highway is the shortest route, by at least ten miles, between Chicago and the twin cities of St. Paul and Minneapolis. It is the favored highway for many interstate trucking concerns and it is used extensively by the haul-away trucks operating out of the Janesville assembly plant of the Chevrolet Motor Company.

LET'S GO BACK TO 1939 when H. W. Pier joined the Richland Center police force. Some people are just naturally interested in children and Mr. Pier is one of those persons. There wasn't any critical problem of child safety in Richland Center at the time but Mr. Pier thought it was part of the community's obligation to all its children to teach them the elements of traffic safety.

So, with the hearty cooperation of the school people, he organized a safety patrol. On his own time and at his own expense, Mr. Pier visited other communities which had safety patrols —none closer than Madison, sixty odd miles away—to see how they worked. The Wisconsin Automobile Association, a member of the AAA, was asked for, and contributed, the customary patrol belts and badges. Mr. Pier trained the patrol members in their responsibilities and obligations and the school people told the other pupils of their responsibilities. Mr. Pier and a few school teachers were the responsible people and the community was happy that the job had been done.

But World War II came along and Mr. Pier felt that he owed a greater obligation to his nation than he could repay as a police officer in Richland Center. So he enlisted in the Marine Corps. When he left Richland Center, the safety patrol died.

During the years of the war there was no safety program.

With the end of the war, Mr. Pier returned to Richland Center and to his job as a police officer. Again, on his own time and at his own expense, he organized a school safety patrol. There had been many changes in the community in the intervening years. New residents had moved in, old ones had gone away.

One of the former was the Rev. Mr. Sig Sandrock, a missionary pastor of the American Lutheran Church. As are many preachers, "Sig" as he is called by most of the business men in Richland Center, is a "joiner," and in Richland Center he joined the Lions Club where he promptly was made chairman of the Lions boys' and girls' committee.

Other new residents included members of the school faculty and personnel. Among these was G. H. Grosenick, superintendent.

IT WOULD BE UNFAIR TO THE other residents of Richland Center to say that these three men constituted the incipient safety movement of the community but it would be even more unfair to the three to minimize the parts which they played, particularly the part played by H. W. Pier.

Speaking of Mr. Pier, Norma Reynolds, who represented the PTA at the organization meeting of the safety council, said:

"He just kept after us until he almost drove us crazy. Not that we weren't interested in the safety of our children, I have a little girl in the first grade, but he kept on telling us that we **had to do something more** than be interested."

And, to help Mr. Pier along, the city council and the police department relieved him of his regular police duties, gave him the title of Safety

Signs like the above, which limit speed only when children are present, are strategically located.

Director, and let him spend his time where his heart already was, in child safety.

WHAT WERE THE SCHOOLS doing? No one should know better than a school teacher that the responsibility of a realistic safety patrol falls largely upon the school personnel.

There are between eighty and one hundred boys and girls in the school patrols at Richland Center's five elementary schools. I didn't, of course, see all of them at work during my one-day visit to Richland Center. But those I saw were the most efficient, courteous patrol members that anyone could want to see.

There is Judy Pierce, for instance. Judy is in the fifth grade at the East Side school. She is a Patrol Captain and was a winner of the Patrol Award of the Month. Judy's school is just one block from Highway 14 and many of the children in her school must cross that highway four times a day. Judy takes her job very seriously.

She is on duty four times a day, five days a week, every school week of the year except when her absence is involuntary, then she arranges for a patrol substitute. Her teacher, of course, supervises Judy's work.

When I saw her the first grade was just dismissing for noon.

She spread her arms, forming a barricade on the sidewalk, until the crossing was clear of traffic. Then, turning to the pupils she said:

"You may cross now."

After all the pupils had left the school grounds —none of the elementary school pupils are transported to and from school in the school buses and all go home for lunch—she and her fellow patrol members got on their bicycles and rode home.

The Lions Club and the Rev. Mr. Sandrock are responsible for the bicycle safety program. All bicycles in Richland Center are licensed and are provided with reflectorized tape for the handlebars and rear fender.

The bicycles are inspected for mechanical faults which must be corrected before a license is issued. Bicycle safety rules, as provided by the

Judy Pierce, patrol captain and winner of a Patrol Award of the Month, is typical in her courtesy and alertness of the almost one hundred patrol members. Her picture, with two co-members of the patrol, is on the cover of this issue.

The Lions Club is responsible for the bicycle safety program. Here the Rev. Mr. Sandrock, inside the parking racks, explains test requirements.

Bicycle Institute of America, are given each youngster when he or she brings the bicycle to school for inspection and licensing. Safe riding practices are explained and demonstrated.

Specific school activities?

Well, first of all you must remember that Richland Center is a small town. The average daily attendance in the three public elementary schools and the high school is about 1,100, according to Mr. Grosenick. There are forty-seven faculty members and supervisors. All of the elementary school pupils are residents of the town. (There is a problem of getting enough room for the children of the town's residents without transporting non-residents—of which, more later.)

In such circumstances, safety education can be so thoroughly integrated into the program that it is scarcely identifiable. For instance, a year ago when a pupil riding a bicycle got hit by an automobile on Highway 14, Mr. Grosenick took the pupil home to his parents and explained to them the details of the accident. Those details were known to every pupil in the school by the following day. "Accidents aren't just statistics in Richland Center," explains Mr. Grosenick, "they happen only to our acquaintances."

Such object lessons constitute a strong deterrent to thoughtless behavior, Mr. Grosenick points out, and when they are coupled with patrol and bicycle safety activities, he thinks the traffic safety activities in the elementary school children of his community are pretty well covered.

There are some complications in the secondary school picture. Richland Center high school serves about two-thirds of the geographical area of Richland County. Six privately owned and operated buses transport about fifty-seven per cent of the high school pupils. With this more disperse population, Mr. Grosenick feels that the high school should give some formal emphasis to the problem of accident prevention.

Bus patrols, most frequently pupils living near the end of the route, accompany each bus.

Safety films, particularly those dealing with traffic problems, are shown at irregular intervals to the school population. An aggressive accident prevention program is carried out in the school shops, particularly in the woodworking shops. First aid is taught as part of the biology work and each year the civics class prepares safety posters which are displayed in the corridors.

A classroom course in driver education is offered as an elective. Besides what he considers to be the prohibitory cost of behind-the-wheel training, Mr. Grosenick believes that classroom instruction completely covers the school's responsibility in driver education. "The pupils already know how to shift and steer," he says. "What they need and get from us is attitudes."

Every pupil in the public school system is covered by the Wisconsin Interscholastic Athletic Association accident policy. While this does not contribute to accident prevention it does lessen the cost to the parents of a serious accident.

In athletics, the W.I.A.A. regulations require the home school to provide the services of a physician at every scheduled athletic contest. In addition, the Richland Center teams are accompanied in all but their most distant trips by their own physician.

About the transportation of elementary school pupils, mentioned earlier?

Consolidation is a synonym for *anamatha maranatha* in the southwest part of Wisconsin.

The larger communities are, in the main, willing to share their high schools on a tuition basis with rural residents, the advantages of the larger administrative unit being apparent. But neither the larger communities nor those which now operate one-room or two-room schools are willing to consolidate. The little communities feel that keeping the control of elementary education in their own hands is of primary importance. The larger communities see, in consolidation, the addition of more pupils to the already crammed classroms and the moving forward of the inevitable date when large capital expenditures on school buildings will be required.

This rejection of consolidation deprives the school administrator of one valid reason for increasing and modernizing a school plant which even otherwise is in need of overhaul. At Richland Center, Mr. Grosenick used the safety of the elementary school pupils as a tool to get community action.

He quoted, in a series of newspaper stories, from the First Progress Report of the School Facilities Survey conducted by the United States Office of Education, the fact that a major fraction of the nation's school plants are not fire resistant. Many of the parents of Richland Center children were able to associate their own picture, where one school building has been condemned as a fire trap, with the national picture. A half-million dollar modernization and expansion program was voted by the community.

The activities of the public elementary schools are pretty well duplicated at St. Mary's Roman Catholic parochial school which has an enrollment of 122 pupils, according to the Rev. Mr. Peter Eiden, pastor. These include school safety patrols, bicycle safety and integrated general safety.

ST. MARY'S, THE THREE PUBLIC elementary schools and a much smaller parochial school conducted by the Seventh Day Adventists are each located within one block of Highway 14.

SUCH WAS THE SITUATION in Richland Center when Highway 14 was re-opened bringing a large increase of traffic to the community.

Officer Pier, on his own responsibility, wrote letters to such trucking concerns as W. A. Arthur, who operates the haul-away trailers from Janesville, sending each of them a map of the city which indicates the location of the schools in relation to the through route. He asked them, simply, to urge their drivers to drive with extra caution when near the schools.

The response was gratifying. Many of the companies wrote back pledging their drivers and asking for additional maps. The Wisconsin Trucking Association did the same thing, offering to circulate their membership. The maps, which were distributed at Mr. Pier's expense, are now posted in terminals from Freeport, Illinois, to Toronto, Canada.

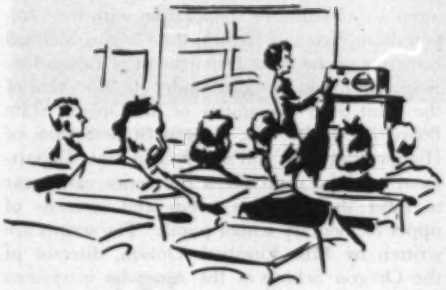
It was in an endeavor to find some direction for "Where do I go from here" that Mr. Pier wrote to Paul Coburn, director of the motor transportation division of the National Safety Council. And, because it was generally known that SAFETY EDUCATION was in search of an example of school safety activities in just such a small community, the inquiry was turned over to the magazine.

Far more than a school safety program was involved, as I discovered upon my visit to Richland Center. Twenty community leaders had scheduled a meeting to hear what the National Safety Council could do to help them expand the school safety program into a community-wide activity. In case some reader of SAFETY EDUCATION finds himself in a similar situation, here is the list of the interested organizations and their representatives: *(to page 36)*

Not every bicyclist in Richmond Center was present when this photo was taken, just the first contingent to be given reflectorized tape for fenders and handle bars.

We are trying

Radio in safety



by KATHERINE RAHL

"ONE JOKE TOO MANY" might be an exclamation of a harassed teacher or parent, but it also is the decision reached about practical jokes by Sam, Jack and Dick, typical elementary school boys in a safety education broadcast aired by KOAC, the State's Station, Corvallis, Oregon.

The conclusion about practical jokes is illustrative of six radio broadcasts devoted to the area of safety education by the Oregon School of the Air.

The safety sequence opened a series of thirty 15-minute broadcasts entitled Tune-Up in Health, a weekly program which is currently enjoying its fifth year as a stimulus for better health programs in the elementary schools of the state.

Tune-Up in Health presents the stories of Dick and Nancy Brown and their friends. The stories are developed around four major areas in health in addition to a number of miscellaneous subjects. Safety, mental hygiene, communicable diseases and santitation were the areas stressed over the air.

This does not mean that only those four areas are taught, but it was found that every grade would be able to use these programs either as springboards to units in health instruction or as motivation for projects to improve the entire health program.

All of the scripts are written and produced in such a way as to capture the attention of fourth, fifth and sixth grade boys and girls and to present basically sound health principles in a dramatic form.

Competing with the Lone Ranger and Superman isn't easy but rather than give it up as too tough the radio educators have accepted the difficult challenge of making good use of the power of radio and are receiving acclaim from the classroom teachers who have used the program effectively. Each script is carefully developed in the best dramatic tradition complete with climax and punchline. But the strong plot is based on the fundamental principle of cooperative school, home and community relationships.

The safety series scripts were called Play Safe at School, Safety Sense on Streets, Safety Begins at Home, Check Out Before You Camp

---

KATHERINE RAHL is health education consultant for the American Social Hygiene Association. She was, formerly, supervisor of health and physical education for the Oregon State Department of Education.

Out, Safety First on the Farm and One Joke Too Many.

Play Safe at School tells about Dick and Nancy's participation in a hazard hunt at school which led to the formation of a safety club and a school safety committee run by the pupils with the guidance of the classroom teacher and the physical education instructor.

Safety Sense on the Streets features a bicycle safety project of the safety club with Officer Johnson and Dick and Nancy's father sharing in the supervision of carefully acquired bicycle safety habits but with the pupils themselves planning their activities. This program stresses the idea that a pupil should be made fully aware of the dangers inherent in a situation or activity and that he should also be provided with technics for meeting certain expected and unexpected hazards.

Safety Begins at Home plays up the parent roles and introduces Doctor Good. The whole family decides that "good housekeeping is a family affair" and is not just another job for mother.

Check Out Before You Camp Out uses the scoutmaster as an authority and develops the concept that it is more fun to go camping with the skills, technics and safety precautions used in swimming, boating, canoeing, fishing, building fires, cooking and hiking than it is to go ignorant.

Safety First on the Farm is a play which the school safety committee is to present at a PTA meeting. The story of a trip into the country is written by the boys and girls after a discussion with the 4-H club leader.

One Joke Too Many features the lifeguard at the swimming pool. It affords an opportunity to discuss the tiresome and often serious pranks of the practical joker.

"The potentialities of radio in education are no longer visionary," recently wrote Norman Woelful and I. Keith Tyler in Radio and the School. But, the writers add, "radio is still a stepchild of education, grown to maturity in the social and economic world but recognized disdainfully in educational circles.

"Why is it that radio has developed so rapidly in the social and economic life of America and so slowly; so haltingly, in the schools and classrooms of America? Why is it, in short, that teachers have not made use of radio?"

The authors offer many reasons for the failure to use this audio aid, some of which are the lack of availability of radios for classroom use, school scheduling difficulties, indifference and even animosity on the part of teachers, no relationship between broadcasts and established classroom courses and a lack of information concerning available radio broadcasts.

With the aim of circumventing at least one of these reasons, that of no relationship between broadcasts and established classroom courses, the staff of the Oregon School of the Air, steadily at work developing programs for in-school listening that relate specifically to the work of the classroom, has attempted to build a sound relationship between the programs in safety education and the practical situation in schools.

Requests from teachers for a health broadcast prompted the development of the program under the general supervision of the general extension division, a part of the state system of higher education. The Tune-Up in Health series is presented in cooperation with the Oregon State Board of Health, the Oregon Medical Society and the State Department of Education. A subcommittee working under the direction of the Joint Staff Committee of the Oregon State Board of Health, the Oregon State System of Higher Education and the Oregon State Department of Education plans the series each year to meet the apparent needs and interests of upper elementary school pupils. The scripts are written by Miss Elizabeth Dotson, director of the Oregon School of the Air, who interviews authorities in the fields of health, safety, education and others to include materials recognized as pertinent, locally.

Screening and approval by representatives of the groups sponsoring the broadcast is the next step after which the suggested changes are made.

The final script is representative of much inter-agency planning.

The same characters are presented throughout the series in the roles of Dick and Nancy and supporting personnel.

Transcriptions of the broadcast are made so that re-broadcasts can be arranged over stations in those parts of the state where reception of the original program is not possible. Approximately twelve stations currently are carrying the re-broadcast so that a majority of the schools in the state may use the program.

The Book Shelf, a bibliography for the Oregon School of the Air, lists various publications including those of the National Safety Council, which may be used as teaching aids.

It is hoped that the broadcasts prove useful as a tool in the development of sound health concepts, habits and attitudes among the boys and girls of Oregon. A plan for evaluation of the broadcasts by teachers and pupils is in the early stages of development.

Its brass-work polished to a gleaming luster, this fire department auxiliary pumper led the Safety Parade.

We Love a Parade!

by EARL D. HEATH

Yes, we love a parade—as did apparently another several hundred thousand New Yorkers who viewed their city's Green Cross Safety Parade on a recent Saturday. Sponsored jointly by the National Safety Council and the Greater New York Safety Council the safety parade was the first such spectacle of its type ever staged in the city. In an attempt to impress New Yorkers and visitors with the important role that safety plays in the home, in public, and on the job, some fifty-nine units comprising three thousand participants joined in the hour-long procession down Fifth Avenue—New York City's famous parade route.

Among the organizations participating were armed services groups, civil defense groups, various business and industrial concerns, civic and service organizations, and the New York University Center for Safety Education.

Included among the many praiseworthy floats and displays was a banner which grimly reminded New Yorkers of the annual accident toll exacted from them: 3,000 persons killed, 300,000 persons injured, and an annual community loss of $300,000,000. Another float showed an automobile which had passed through a red traffic signal and had become involved in a severe accident. In the background, St. Peter was shown receiving into Heaven a small boy who had been killed in the accident. A large banner on another float read: "Racketeers and Accidenteers—Brothers under the Skin."

The Center for Safety Education prepared and entered a "live" type of float upon which Fellows at the Center *(to page 36)*

EARL D. HEATH is a graduate assistant at the Center for Safety Education at New York University.

Survey of Safety Trends in Colleges, Universities

by HOMER ALLEN

WHAT ARE THE CURRENT TRENDS in safety education in colleges and universities? In November, 1950, the National Conference on Safety Education in Colleges and Universities was held in Cincinnati. After hearing many notable leaders in education urge institutions of higher education to accept their responsibilities in teaching accident prevention, the conferees agreed:

- It was the consensus of the group that safety education is an important function of higher education.
- That the majority of colleges and universities throughout the nation should begin at once to include safety education in the daily life of the college student.
- That administrators, faculty and staff of institutions should set the example of safety consciousness in their daily activities.
- That colleges and universities should outline areas for safety research and carry through extensive research programs.
- Also considered was the possibility of informing publishers of textbooks of the need to have specific areas of safety relating to subject matter incorporated in their texts.

WHAT EFFECT DID THE RECOMMENDATIONS of this conference have upon the curriculum and on other activities of the colleges and universities of this nation? A sampling of trends might give some indication.

From the 1952 report of the higher education committee of the school and college division of the National Safety Council I selected the names of fifty persons, all particularly interested in safety education. To these fifty I wrote, asking a minimum number of questions whose answers might indicate some trends in the field of safety education. I received twenty-eight replies, which, in terms of the average returns received from questionnaires, I suppose, is good. I had hoped for a higher percentage.

It was apparent, from my first replies, that a few of the questions were not as fact-finding as they might have been. On the other hand, perhaps some of the weaknesses revealed in these questions will also indicate trends which might not otherwise be apparent. I am deeply appreciative to those twenty-eight who took time to write me.

I. *Are there safety education courses in your institution?*

Yes—26

No—2

The reason for one of the no's was that, while there is no safety education course as such, there is a course in public hygiene which includes one unit on safety. In the other school, there was formerly a safety course required of all health and physical education major

to page 36

HOMER ALLEN is associate professor of physical education at Purdue University.

safety education data sheet–

No. 60

Good housekeeping is the FIRST rule for safety.

Safety in the Farm Mechanics Shop

Statistics

1. Actual statistics on farm shop accidents, either in terms of total accidents or in comparison to other types of shop work, are difficult to assemble. Even if we could accurately classify all farm shop accidents as to type and severity, we still would be considering only a small segment of statistics for which farm shop safety is at least partially responsible. This partial responsibility refers to the hundreds of farm accidents which happen back on the farm after the boy leaves school to carry on his own farming.

The Problem

2. No one will question the fact that our first and immediate responsibility is to properly organize and conduct our farm shop work so as to provide safe conditions and inspire safe thinking. This much everyone expects, but our responsibility must not end there.

3. To fully appreciate our farm shop problems we need only look at the changes in agriculture. Taking one state as an example, we find that fifty years ago machinery and buildings together represent a little over one-third of the investment in land. Today the invest-

ment in buildings and machinery is far greater than the investment in land. The value of machinery alone has increased in less than fifty years from $35 million to over $300 million in just one state. It is significant that the investment in machinery has increased over nine times, as along with this change has come the farm shop, provided with power tools and welding equipment. The investment in farm machinery justifies this development still further. This tremendous increase in the amount of machinery as well as the new types of farm equipment has brought many changes to the school farm shop as an adjustment to these changes. These changes in the school shop in both the teaching approach and the type of equipment have brought with them new safety hazards with which to cope. This brings us back to the safety responsibility in the school shop.

4. The problems in farm shop safety are quite different from those we find in specialized shop courses. Farm shop training and activity is quite general and cuts across the work of many specialized courses. Included in such a course would be lessons on welding, electric wiring, plumbing, woodworking and metal working.

5. It is well to remember that the boy receiving a special course in machine shop, for example, would receive basic training on the machines of that shop and included in that basic training would be safety. If this boy upon graduation follows this type of work he enters an industry and receives further training on the machines he is expected to operate. His basic safety training is enhanced and is supervised by safety specialists.

6. In contrast, the farm boy, if he follows his chosen field of agriculture, goes into his own farm shop on a part-time basis and assumes the role of not only the worker but of foreman and safety supervisor as well. It is essential that his basic safety training be thorough and be taught in such a way that he can make practical application to the home farm shop. To accomplish this it is necessary to emphasize the basic safety rules for various machines and to give special emphasis to showing the boy how these safety rules can be applied to his own shop. WHY certain things are done certain ways must be fully explained.

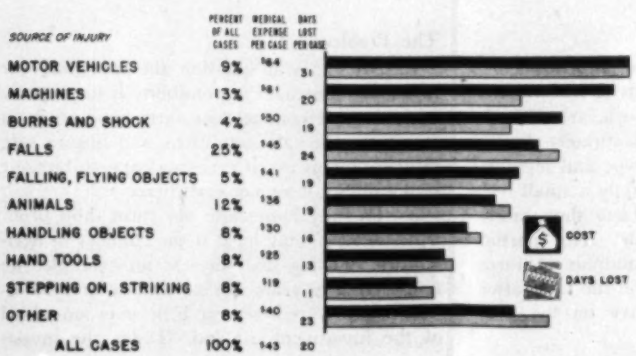
7. Much of this can be accomplished by having the school farm shop laid out as nearly as possible like the shop that will be or has been established on the farm. Let us take a typical example.

8. We all recognize that goggles should always be worn when using a grinder. These goggles could be locked in a cabinet and issued at the beginning of a class. The rule that goggles are always to be worn when grinders are operated could be definitely enforced. Such a plan with strict enforcement of the rules

---

THE BEST NATION-WIDE data available on injury source, cost, and severity of accidents to farm residents is the survey conducted by the United States Bureau of Agricultural Economics in 1947 and 1948. Nineteen hundred and twenty-seven injuries were reported to the bureau in answer to questions put to some 3,000 farmers. Only accidents causing at least one day of lost time from regular activities were included. Fatal accidents were excluded.

The cost of each accident averaged $43. Lost time averaged twenty days. The data in the appended table is probably still accurate except that dollar costs may be somewhat higher.


SOURCE OF INJURY
PERCENT OF ALL CASES
MEDICAL EXPENSE PER CASE
DAYS LOST PER CASE
MOTOR VEHICLES 9% $64 31
MACHINES 13% $61 20
BURNS AND SHOCK 4% $50 19
FALLS 25% $45 24
FALLING, FLYING OBJECTS 5% $41 19
ANIMALS 12% $36 19
HANDLING OBJECTS 8% $30 16
HAND TOOLS 8% $25 13
STEPPING ON, STRIKING 8% $19 11
OTHER 8% $40 23
ALL CASES 100% $43 20
COST
DAYS LOST

The farm mechanic must be his own Safety Engineer when he works at home. It is doubly important, then, that he knows the WHY's of safety rules. Goggles should hang near the wheel when they are not in use.

would certainly mean that there would be safe conditions in the school shop. However, from a practical standpoint, in the farm shop those goggles should hang on or near the grinding tool if they are going to be used at all. If that is the way they are to be used in the farm shop, then they should be placed there under school shop conditions. There are many similar situations that should be considered when dealing with safety in the school farm shop.

9. Take another example. It is not likely that the walls and the floors of the school shop will be of flammable material, nor that much material will be accumulated in the vicinity of the welding operations that could result in a fire. These conditions may be entirely reversed in a farm shop and therefore should be a definite part of our safety teaching. Flammable insulation material and accumulations of wood shavings may be common in a farm shop. A quick job of welding and a locked shop for hours is often the case on the farm. Unless we have training in the school shop to cope with these conditions many fires may result.

10. Even though safety is a part of every job it is well to provide at least one or two lessons on safety where emphasis is given to some of the phases that are normally taken for granted.

11. During the farm shop course it is likely that the students will deal with a number of different machines and tools. Basic safety rules for all of these cannot be covered in one short article. It would seem practical to refer to the recognized safety rules outlined in other shop courses for the operation of the table saw, a planer, a drill press, and the many other machines and tools. It might be well to emphasize a few general suggestions in addition to the specific ones found in other shop courses.

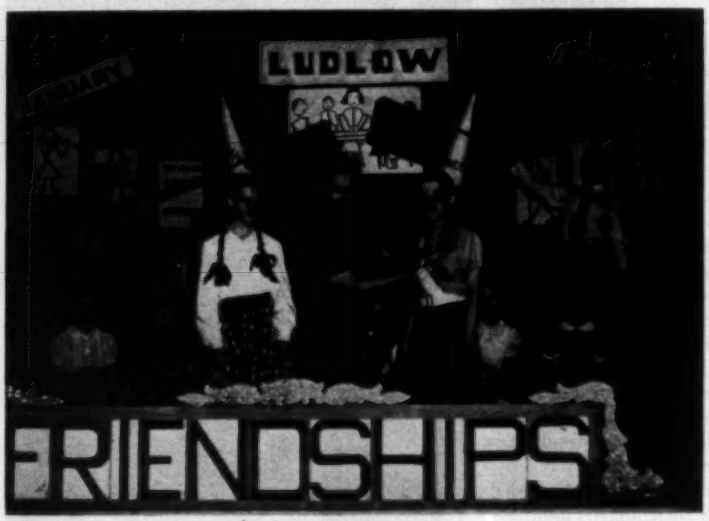
General Suggestions

12. Good housekeeping is probably the basic problem and the one most violated in both the school shop and the shop on the farm. Clean up all loose material so that electric welders cannot start fires, and there are no slipping and tripping hazards. *(to page 22)*

Because most farm shops are unheated, only freeze-proof fire extinguishers should be used.

PATROLS

are an important part of Accident Prevention at Shaker Heights



At Ludlow school, in Shaker Heights, a suburb of Cleveland, Ohio, the school patrol receive their badges from the PTA.

Pupils who write acceptable themes on safety win the recognition of having their essays posted on the school's bulletin board. "Selling Safety at Ludlow School" is a record of pupils' work.

Bicycle safety is an important part of the school campaign. Children are taught to walk their bicycles across intersections. This picture was taken in front of the Onaway elementary school.

Each of the capital "C's" fastened to the paper shamrock and umbrella represents an award won by the school for participating in the constant campaign for traffic safety. The patrol officer is pointing to an award winning poster.

Patrol officers are accorded the respect and are given recognition for their responsibilities in safeguarding their fellow pupils. The school also is aware that safety patrols are an important part of its public relations program.

In accord with the recommendations of safety authorities, patrol flags and poles are used to control pupil traffic only, not auto traffic. Pedestrian lanes are marked at intersections.

Kindergartners and first graders use mock-ups of intersections and miniature traffic lights in learning traffic safety. Here Manuel E. Kuechle, school director of safety, is an observer.

Data Sheet No. 60

from page 19

13. Proper racks for such materials as lumber, steel, and pipe should be substantially built and at one side of the regular working space.

14. A rack should be provided for all tools used in the repair of old equipment and the building of new equipment.

15. Proper outlets with wiring sufficiently heavy to handle all electrical equipment should be provided.

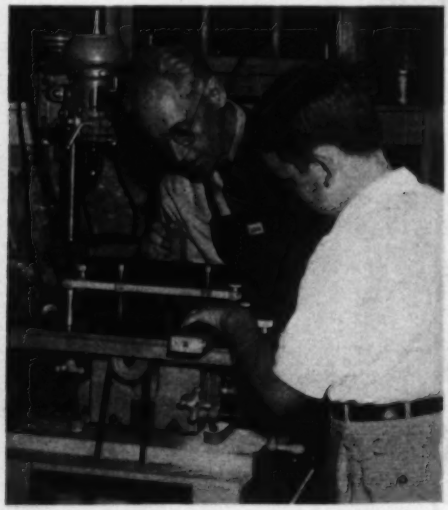
16. Woodworking equipment should be separated from metal working and welding tools.

17. Goggles for drilling and grinding equipment should be hung near the machine on which they are to be used. Welding hoods should also be placed near the equipment.

18. Be sure there is sufficient light in the home farm shop. Lighting may be taken for granted in a school shop and often will not carry through to the home farm shop unless special emphasis is made of it.

19. Special consideration should be given to the use of portable electric tools such as the saw and drill. All portable electric tools should be properly grounded as they are often used in wet conditions. Usually these tools must be grounded by use of a third wire since most farm outlets do not provide a ground in the electric outlet. This is another problem that often does not occur in the school shop.

In farm shops, where the fire dangers are high, woodworking tools should be separated from others.



Tools are not only easily located but they are not tripping hazards IF they are kept in their racks.

20. The use of guards should be stressed. Instructions should be given for building homemade guards for V-belts. In many cases, V-belts will not be guarded unless special attention is given to guards. Often one motor is used for several different jobs and under many conditions in a home farm shop. It is necessary to have homemade guards to adapt to various situations.

21. Special emphasis should be placed on the general conditioning of small tools. Tightening handles in hammers and taking the burrs off chisels are examples.

22. Although a safety color code for agriculture has not yet been completely agreed upon, many industries have used the following colors to promote safety and efficiency.

23. RED for fire protection equipment, and for danger spots such as containers for flammable liquids.

24. YELLOW to mark physical conditions such as striking against, falling, and tripping hazards.

25. GREEN to designate the location of safety and first aid equipment.

26. BLACK AND WHITE, and combinations of them in stripes or checks, for housekeeping and traffic markings.

27. As soon as the uniform safety color code

is agreed upon, school shops should carry it out and paint danger spots the appropriate color.

28. The school shop should have a fire extinguisher. It should be ready for use and located where it can be easily seen and is readily accessible. The safety color code can be used in locating it. The boys should be instructed on the proper use of fire extinguishers.

29. It should be noted that only extinguishers that can be subjected to freezing temperatures would be adapted to the home farm shop. Specific instructions should be given for handling grease and oil fires. Dry sand is practical in a farm shop because it can be used effectively on grease and oil fires.

30. Farm shop work includes repair of farm machinery. Tractors and trucks are often a major part of machinery repair. When motors are to be run in the process of repairing tractors and trucks, an exhaust outlet should be provided that leads to the outdoors. Special emphasis should be given to providing this same safety precaution for the shop on the farm.

31. Safety rules should be tied in with operating instructions for every machine. Results from the wrong procedures should be explained.

32. Much better safety thinking will be developed if the students themselves rather than the instructor correct accident hazards. The students should build guards, improve electric wiring, paint danger zones, and make other necessary corrections.

33. This question should be answered by every student in every different type of operation. "What safety precautions are provided for me, and what safety precautions must I provide on this particular job?"

34. In studying the problems of safety in relation to the teaching of farm mechanics it is evident that there must be a carry-over to the actual conditions on the farm. The results will be more easily accomplished if the layout of the school shop, the storage of tools, and the general procedures are as nearly as possible like the conditions that will actually be found on the farm. Developing our school shops in this manner will make it easier for the boys to understand the relationship, and no doubt there will be a greater carry-over in the safety teaching. The hours spent in shop work on the farm will be far greater than those spent in the school classroom. Many of the machines, tools and procedures are relatively new to both the school shop and the shop located on the farm. The proper type of safety teaching in this field offers a real challenge.

Source Materials

35. Safety practices for handling various types of machines can be found in the detailed data sheets covering such types of work. A partial list includes:

SAFETY EDUCATION Data Sheet No. 15—HAND TOOLS

SAFETY EDUCATION Data Sheet No. 46—SAFETY IN THE SHOP

SAFETY EDUCATION Data Sheet No. 50—

The farm shop frequently is closed for hours immediately after a job of welding has been done. Pupils should be taught to leave no hot metal near flammable materials.

SAFETY IN THE GENERAL METALS SHOP

SAFETY EDUCATION Data Sheet No. 53—SAFETY IN THE MACHINE SHOP

SAFETY EDUCATION Data Sheet No. 56—WELDING AND CUTTING SAFELY

Safe Practice Leaflet—HAND TOOLS DON'T CAUSE ACCIDENTS

The above materials are available from the National Safety Council.

Better Farming Methods. November 1951. Teacher's Farm Shop—How to Teach Safety in the School Farm Shop. December 1951. Teacher's Farm Shop—Here Are More Safety Practices for the School Farm Shop. January 1952. Teacher's Farm Shop—Here Are More Safety Practices for the School Farm Shop. T. J. Wakeman.

Prepared by RANDALL C. SWANSON, Farm Safety Specialist and Associate Professor, Agricultural Engineering Department, College of Agriculture, University of Wisconsin.

Other Safety Education Data Sheets now available are:

(1) Bicycles
(2) Matches
(3) Firearms (Rev.)
(4) Toys and Play Equipment
(5) Falls
(6) Cutting Implements
(7) Lifting, Carrying and Lowering
(8) Poisonous Plants
(9) Electric Equipment
(10) Pedestrian Safety
(11) School Buses
(12) Flammable Liquids in the Home
(13) Passenger Safety in Public Carriers
(14) Chemicals
(15) Hand Tools
(16) Nonelectric Household Equipment
(17) Sidewalk Vehicles
(18) Camping
(19) Alcohol and Traffic Accidents
(20) Cooking and Illuminating Gas
(21) Solid and Liquid Poisons
(22) Safety in the Gymnasium
(23) Laboratory Glassware
(24) Places of Public Assembly
(25) Fireworks and Blasting Caps
(26) Domestic Animals
(27) Swimming
(28) Small Craft
(29) Play Areas
(30) Winter Driving
(31) Night Driving
(32) Winter Sports
(33) Traffic Control Devices
(34) Safe Conduct in Electrical Storms
(35) Poisonous Reptiles
(36) Motor-Driven Cycles
(37) Animals in the Classroom
(38) Railroad Trespassing
(39) Bad Weather: hazards, precautions, results
(40) School Parties
(41) Home Workshops
(42) Horseback Riding
(43) Hiking and Climbing
(44) Hook and Line Fishing
(45) Summer Jobs—Farm
(46) Safety in the Woodshop
(47) School Fires
(48) Unauthorized Play Spaces
(49) Bathroom Hazards
(50) Safety in the General Metals Shop
(51) Safety in Pupil Excursions
(52) Highway Driving: rules, precautions
(53) Safety in the Machine Shop
(54) Summer Jobs
(55) Motor Vehicle SPEED
(56) Welding and Cutting Safely
(57) Safety in the Auto Shop
(58) Winter Walking
(59) Safety in the High School Chemistry Laboratory

Three, Known in Safety, Named to Government

Three persons whose names are well known in various phases of accident prevention have been named to responsible positions by President Dwight Eisenhower. They are: Mrs. Ivy B. Priest, Martin P. Durkin and Winthrop W. Aldrich.

Mrs. Priest, Treasurer of the United States, is vice president of the Utah Safety Council. She assisted in the organization of many local safety councils in Utah and participated in setting up the state council's aviation and ski safety program.

Martin P. Durkin, Secretary of Labor, was elected to the National Safety Council's board of directors at the 40th National Safety Congress. As state director of labor under three Illinois governors, Mr. Durkin was responsible for many of the safety activities of his department.

Winthrop W. Aldrich, ambassador to the Court of St. James, has been a trustee of the National Safety Council for many years.

Are You a Good Housekeeper?

A shop that's well equipped with tools,
Must need be governed by some rules;
With saws and hammers, bits and braces,
And planes and chisels in their places;
Whatever work, if well begun,
With tools all handy, is half done—
So when a job you do complete
Clean up your bench and leave things neat.
Take time to put your tools away—
You'll make it up some other day.
The fool will throw his tools around,
And fret and fuss until they're found.
The wise will put this in their bonnet—
It's good advice—act upon it.

—Wm. S. Sawle, Sr., Arena, Wis., as printed in Industrial Arts and Vocational Education.

Whitehead was extraordinarily perfect as a teacher. He took a personal interest in those with whom he had to deal and knew both their strong and weak points. He would elicit from a pupil the best of which a pupil was capable. He was never repressive, or sarcastic, or superior, or any of the things that inferior teachers like to be. *Bertrand Russell*, in *Portraits from Memory, Alfred North Whitehead*. Harper's Magazine, December, 1952.

Devices Used to Teach Driver Education

by EARL ALLGAIER

IN A RECENT ANALYSIS of 529 high schools and five teachers colleges, the average cost of a complete course in driver education was $33.71 per pupil. Of this $30.20 was for the instructor's salary.

Classroom instruction presents almost no problem as far as teachers' salaries is concerned since twenty-five to thirty students can be taught at one time and many schools feel that a reasonable job can be done in about two class periods a week for one semester.

Many people agree that to do a proficient job of behind-the-wheel instruction, the pupil should have at least eight hours of supervised practice in a dual control car. Any teaching tool which can reduce this time, still teaching the skills which the pupil must learn, would be a considerable help to the almost one-fifth of the nation's high schools now offering complete courses in driver education.

The American Automobile Association has recently made a survey to find what schools are doing to tackle the problem. This is a highly condensed version of the report.

The complete mimeographed report may be obtained upon application to the author.

Lane Technical high school, Chicago, is a pioneer. In 1936, thirty sets of dummy controls were built and they have been used continuously ever since. Each unit consists of a steering

Classroom and behind-the-wheel work are closely integrated at Lane Technical high school, Chicago. Twenty-five to thirty pupils can share one instructor's time in classroom work. Here pupils are familiarizing themselves with road signs. *Chicago Public Schools* photo.

wheel, accelerator, brake and clutch pedals, and a gear shift lever. The controls operate lights so that the instructor can determine whether or not the pupil is making a correct response. Instructors estimate that the use of the dummy controls reduce by half the amount of behind-the-wheel time necessary.

Similar controls were built and used at Crozier Technical high school, Dallas, Texas, and Bloomington high school, Bloomington, Illinois.

The Center for Safety Education at New York University uses equipment similar to that used at Lane Technical but in connection with a movie which depicts several driving situations.

Vehicles placed on jacks allow the student to practice starting, shifting gears and stopping. The lack of inertia keeps this from being completely realistic. The Los Angeles City schools have added a Clayton Dynamometer, which provides about the same inertia possessed by a car.

Dr. A. R. Lauer, Iowa State College, Ames, has developed a "drivometer" in which full sized control equipment operates a miniature car on a moving roadway.

A similar device, to which has been added some inertia and a more realistic steering action, is the Auto Trainer, available from the AAA.

Probably the most elaborate equipment for testing and training is Ætna Casualty and Surety company's Roadometer, developed by the Automagraph Company of New York. (A report of an evaluation of this device, made by the New York city board of education, appeared in SAFETY EDUCATION, March, 1952.)

Another device for speeding up learning while the student is in the car is the "back seat trainer." This consists of a steering wheel, accelerator, brake and clutch pedals and gear shift lever placed back of the front seat of the car, but not capable of actual operation of the car. Pupils riding as observers can follow instructions given by the teacher.

From a practical standpoint all of the equipment is rather expensive for the amount of instruction which can be given the student.

Another approach has been the use of assistants working under the direction of a full time instructor. An example of this is the plan used at Port Neches, Texas, where four boys from the junior and senior classes have been named, each semester, as assistant instructors. (See article by J. B. Frichman in November, 1951, SAFETY EDUCATION.)

Lane Technical, at Chicago, and Pershing high school, at Detroit, have a private, off-the-street, practice area where students get their beginning lessons.

The final answer to the problem of increasing the ratio of pupils to teachers for behind-the-wheel training probably does not lie in any of the above methods. Perhaps future research will develop a combination of the use of certain devices and methods which will be effective in increasing the number of pupils who can be properly trained in a given period of time by one properly qualified instructor.

EARL ALLGAIER is in the driver education department of the American Automobile Association. He may be reached by writing the AAA at Pennsylvania Avenue at 17th Street, Washington 6, D. C.

This is the mock-up driving device described by Mr. Allgaier where pupils learn to steer, manipulate clutch, brake, accelerator and gear shift BEFORE they drive a car. The light bank, at the instructor's right, is a tell-tale to indicate whether pupils have made the correct response. *Chicago Public Schools photo.*

February, 1953

Lower Elementary Safety Lesson Unit

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

Teaching language arts, social studies, and safety

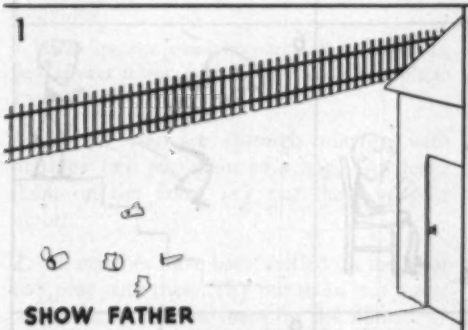
Sketch S9611A

Be a Good Example

HOME SAFETY

Trace and

1

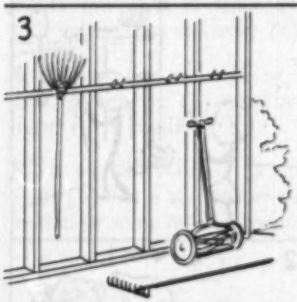


SHOW FATHER
BEING A GOOD EXAMPLE HERE

2

SHOW MOTHER
BEING A GOOD EXAMPLE HERE

3



SHOW BOY
BEING A GOOD EXAMPLE HERE

4

SHOW GIRL
BEING A GOOD EXAMPLE HERE

Some Things to Do

1. List dangerous objects and places in the home. Tell what precautions to take.

2. Tell causes of any bruises, cuts and scratches you have and how they could have been avoided.

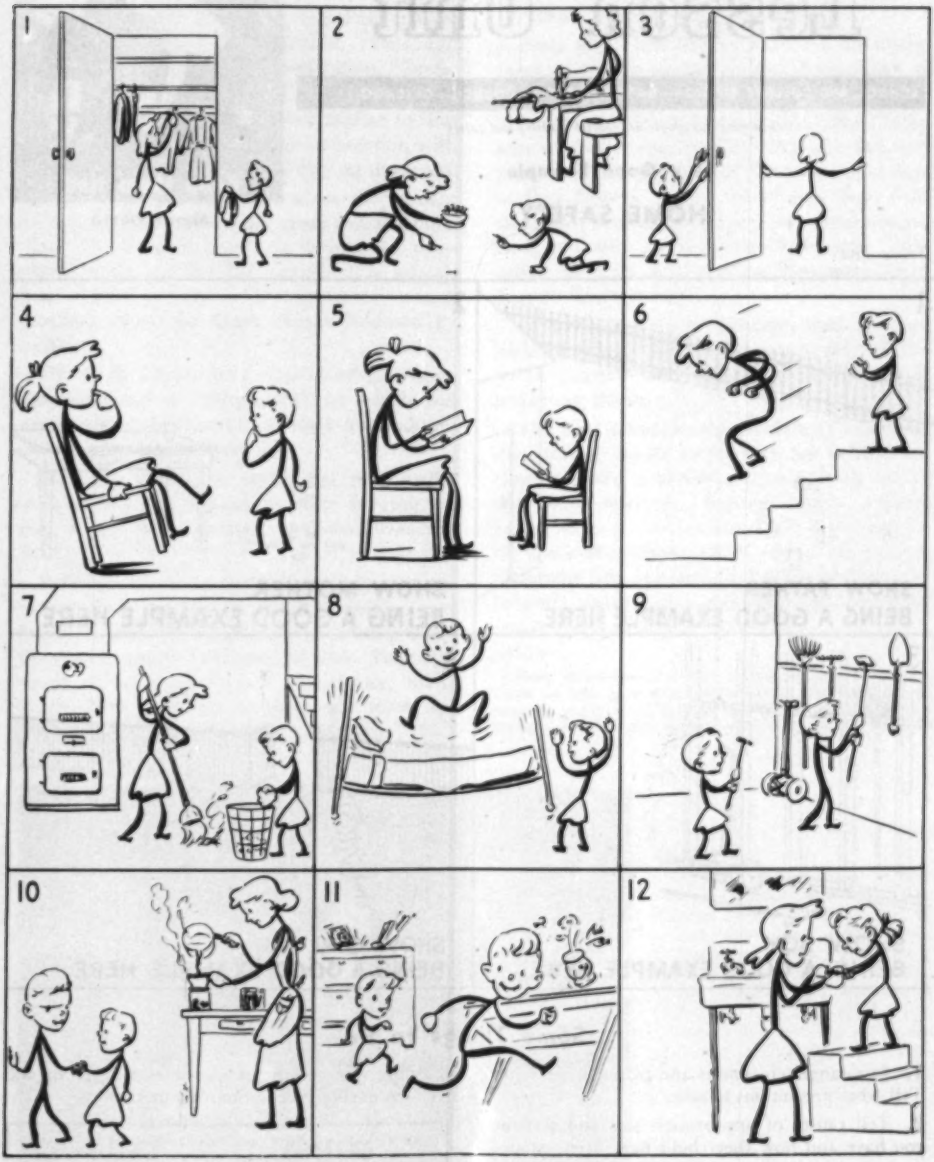
3. Dramatize a home activity, such as mother warning the family of possible dangers in the kitchen during preparation of a meal.

Answers: 1. Draw father with rake. 2. Draw mother with broom and dustpan. 3. Draw boy putting tools in wall holder. 4. Draw girl taking baby's hand or closing gate.

Prepared by Leslie R. Silvernale, continuing education service, Michigan State College, East Lansing, Michigan. 1 to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in U.S.A.

Be a Good Example

Find the good examples. Put a green ✔ on them.
Find the bad examples. Put a red **X** on them.
Tell why they are good or bad.



Answers: GOOD, 1, Hang up clothing; 2, Pick up pins; 3, Feet on floor, no tilting; 7, Cleaning basement; 9, Hanging up garden tools; 10, Staying away from hot liquids; 12, Keeping clean. BAD, 3, Fingers in door opening; 4, Fingers in mouth, tilting chair; 6, Jumping down steps; 8, Jumping on bed; 9, Running in house.

February, 1953

Upper Elementary Safety Lesson Unit

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

Teaching language arts, social studies and safety

Sketch S9611A

Be a Good Example

HOME SAFETY

Copy and

Underline the word or phrase that makes the best answer if you want to be a good example to a younger brother or sister.

1. When you are through playing with marbles (a) put them in a bag, (b) leave them on the floor, (c) put them in your mouth.

2. If matches have been spilled on the floor (a) play with them, (b) put them in a metal container, (c) leave them on the floor.

3. If you want to reach a high place, use (a) a box, (b) a chair, (c) a ladder.

4. If you are looking for something in a dark place, use (a) matches, (b) a flashlight, (c) a candle.

5. If you cut yourself (a) pay no attention to it, (b) put a rag on the cut, (c) tell your mother or some other grownup.

6. If you feel ill (a) help yourself from the medicine cabinet, (b) pay no attention to it, (c) tell your mother or some other grownup.

7. If the car is in the garage and the motor is running (a) keep the garage door open, (b) keep the garage door closed, (c) it makes no difference if the door is open or closed.

8. If a strange dog comes into your yard (a) pet him, (b) throw stones at him, (c) let him alone.

9. If the insulation is worn off a light cord (a) keep on using it, (b) fix it yourself, (c) it should be replaced.

10. If your father has a gun in the house (a) don't touch it, (b) show it to your friends, (c) play with it alone.

Some Things to Do

Prepare a simple home safety check sheet. Use this in checking your home and report your findings to your class.

Write a home safety dramatization using "Be a Good Example" as a theme. This could be presented to the school assembly or a PTA meeting.

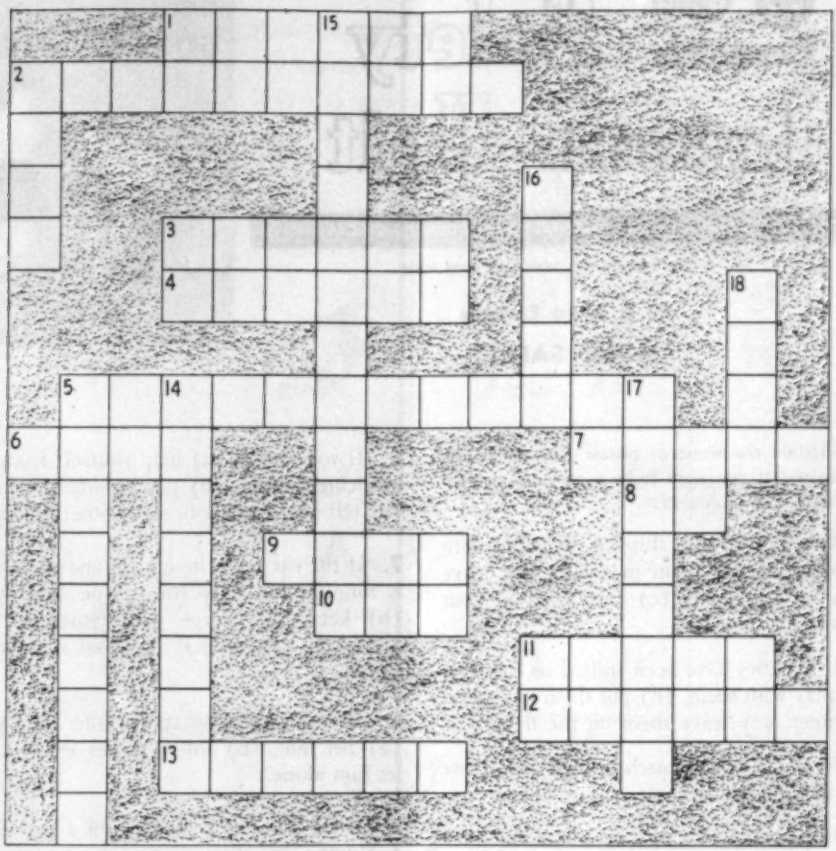
Make a class Home Safety Scrapbook. Put in it newspaper clippings of home accidents. With each clipping include a statement of how the accident might have been avoided.

Have an electrician visit the class. Ask him questions about electric appliances and their safe use.

Answers: 1-a, 2-b, 3-c, 4-b, 5-c, 6-c, 7-a, 8-c, 9-c, 10-a.

Prepared by Leslie R. Silvernale, continuing education service, Michigan State College, East Lansing, Michigan. 1 to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in U.S.A.

A Crossword Puzzle



Across

1. What you should use when you want to reach a high place.

2. What you should use when you are looking for something in a dark place where there is no light.

3. What a person should always do with a gun before putting it away.

4. Windows and doors should _____ when you smell gas in the house.

5. This, usually, is the cause of accidents.

6. This should be at the head of the stairs when there is a baby in the home.

7. The only kind of scissors a young child should use.

8. Turn pan handles this direction when the pans are on the stove.

9. What you should do with your knees when lifting a heavy object off the floor.

10. How your hands should be when you touch an electric fixture.

11. It comes from a teakettle or a pan of boiling water and may burn you.

12. This should be kept in front of a fireplace.

13. The person to see if a dog bites you.

Down

2. You might do this should you lean out of a window.

5. The way you should always disconnect electric appliances.

14. What should be done with a worn electric cord.

15. How the electric-iron cord should be when a person has finished ironing.

16. This sharp object should always be kept away from young children.

17. How floors may be when they are waxed.

18. "Dry ice" will do this to you if you play with it.

Answers: Across: 1. ladder; 2. flashlight; 3. unload; 4. opened; 5. carelessness; 6. gate; 7. blunt; 8. in; 9. bend; 10. dry; 11. steam; 12. screen; 13. doctor. Down: 2. fall; 5. carefully; 14. replaced; 15. disconnected; 16. knife; 17. slippery; 18. burn.

Junior High Safety Lesson Unit

February, 1953

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

For use in English, social studies, mathematics, core, industrial arts, home economics and homeroom classes

Sketch S9612A

Teach Them to Put Them Away

BABY SITTING

There's No Place Like Home—For Accidents

HOW MANY TIMES have you heard someone say, "I want you to stay home and be safe"? Too often people believe that staying home automatically insures safety. National Safety Council figures prove otherwise. In 1951 twice as many persons were injured at home as were injured at work. More than three times as many persons were injured at home as were injured in motor-vehicle accidents. The cost of home accidents amounted to $600 millions—about four dollars for every man, woman, and child in the United States.

THE MOST FREQUENT home injuries are: falls, fire burns, mechanical suffocation, poisons, poisonous gas, and firearms. In the check list below are some of the main causes of falls. Take the list home with you and check your home. Follow the instructions.

1. Mark each item as "satisfactory" or "unsatisfactory."

2. Find the estimated cost of putting each item in a "satisfactory" condition. Ask your home economics and industrial arts teachers to help you in the estimation.

3. Find the cost of any accident happening to any members of your family during the past six years. Compare that cost with the cost of removing the accident cause.

4. Add other items to the check list.

HOME SAFETY CHECK LIST

Are small rugs securely anchored?
Are stairways well lighted?
Are handrails in good condition?
Is there a light switch near the bed?
Is there a light switch at the entrance to each room?
Is there a sturdy stepladder in your home?
Are basement steps outlined in white?
Is the floor clear of toys?
Is there a handhold near the bathtub?
Is there a rubber mat to stand on while taking a shower?

A CLASS ACTIVITY

Upon completion of the home inspection by each class member, total the estimated costs of putting the homes in "satisfactory" condition. Compare this cost with the overall cost of accidents—counting all members of the students' families and figuring accident costs at four dollars per person.

List two columns of figures on the blackboard. In one column show the costs of home accidents to various members of students' families. In the other column list the cost of removing the accident causes. Compare the totals of each column. Can safety practices save money as well as lives?

Work out a complete home safety check list which will include causes of the other frequent accidents and provide each class member with one.

ARE YOU HOME SAFETY CONSCIOUS

Complete the following safety rules and in each case list at least one thing that could happen if the rule were violated.

1. Before taking or administering medicine be sure to read the _____ and the _____ each time.

2. When you are baby sitting you should find out _____ the parents are going and _____ you can contact them.

3. Basement stairs should be outlined in _____ to make them more visible.

4. When checking the contents of a steaming pot, lift the cover from the _____ side first.

5. Pots on the stove should have their handles turned _____ _____ _____ _____ _____.

6. All throw rugs should be _____.

7. Always consider all guns to be _____ guns.

8. One should never stand on a _____ surface when connecting or disconnecting an electric cord.

9. Sharp knives should be kept in a _____.

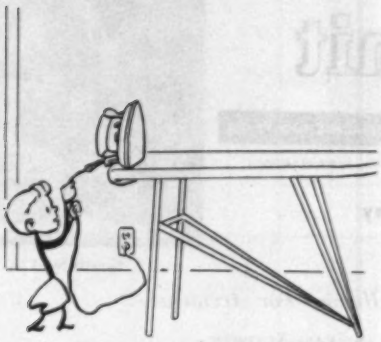
Prepared under the direction of Kimball Wiles, chairman, Division of Secondary Education, and Vincent McGuire, assistant professor, College of Education, University of Florida. 1 to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

Is a Good Baby Sitter Present?

You Be the Judge

Check the correct answer and tell why.

1

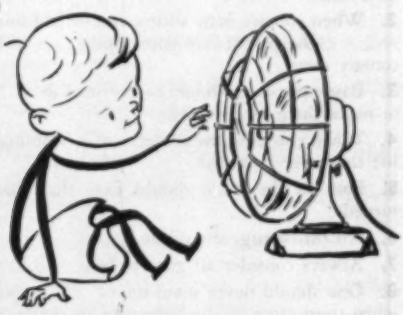


Yes ☐ No ☐

2

Yes ☐ No ☐

3



Yes ☐ No ☐

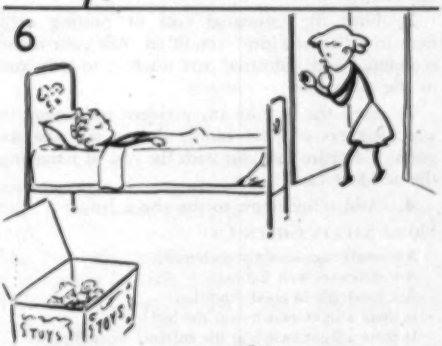
4

Yes ☐ No ☐

5

Yes ☐ No ☐

6



Yes ☐ No ☐

Answers: Home Safety Conscious: 1—label, directions. 2—Where, how. 3—White. 4—Back. 5—Toward the back of the stove. 6—Anchored. 7—Loaded. 8—Wet or damp. 9—Jack. Is a Good Baby Sitter Present?: 1—No. 2—No. 3—No. 4—No. 5—No. 6—Yes.

Senior High Safety Lesson Unit

February, 1953

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

For use in English, social studies, mathematics, core, homeroom and safety classes

Sketch S9612A

Show Them How to Put Them Away

BABY SITTING

THE SAFETY MOVEMENT was formally organized one year after the forty-eighth state was admitted to the union. While it is estimated that the safety movement has saved enough lives to re-populate the state of Nevada three times and have 19,751 persons left over, the accident toll is still very high.

During 1951, the number of persons killed in home accidents equaled 440 less than 53% of the population of Asheville, North Carolina. The number of persons injured in home accidents during 1951 equaled five times the population of our nation's capital plus 189,110.

In addition to the deaths and injuries caused by home accidents, the cost in dollars resulting from wage losses, medical expense and overhead cost of insurance was enough to finance college educations for many thousands of students.

In fact, if every person in Florida contributed $216 toward the cost of home accidents, the total contribution would be $1,398,120 short of the required amount for 1951.

Do You Know How to Use the Library?

Complete the following statements. Use the 1950 census figures.

1. Formal organization of the safety movement began in the year _____, a year after the state of _____ was admitted to the union.

2. It is estimated that the safety movement has saved _____ lives.

3. During 1951, _____ persons were killed in home accidents.

4. The number of persons injured in home accidents during 1951 equaled _____.

5. The cost of home accidents during 1951 totaled _____ dollars.

Are You a Baby Sitter?

HOME SAFETY IS NOT confined to our own homes. When we take charge of a home other than our own, there are additional things that we need to think about in order to do a good job. Additional responsibilities usually involve additional planning. Listed below are some of the things you need to check when you are baby sitting. See how well you rate.

Check for Baby's Safety!

1. In case of emergency do you know where you can reach the parents?

2. Are emergency phone numbers—doctor, police, fire department—readily available?

3. Do you know the location of the first aid equipment?

4. Are there written instructions, signed by the parents, for administering medicine?

5. Is the house heating system under control?

6. Are knives put away?

7. How are sleeping garments and covers prepared for safe and restful sleeping?

8. Do pots on the stove have the handles turned in?

Complete the List

List at least three situations that could occur if you didn't know the answer to each of the above questions. Add other items that would help a baby sitter to do a good job.

Mimeograph enough copies of the completed check list so that a copy will be available for those students who baby sit. Leave the copies with the librarian for distribution.

Prepared under the direction of Kimball Wiles, chairman, Division of Secondary Education, and Vincent McGuire, assistant professor, College of Education, University of Florida. 1 to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

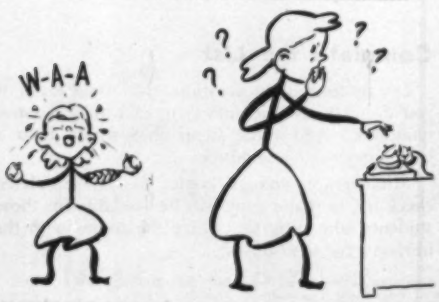
Can You Supply the Last Line?

Fill in the fourth line of the jingles below. The drawing beneath the jingle will give you a hint. List the safety rules violated in each case.

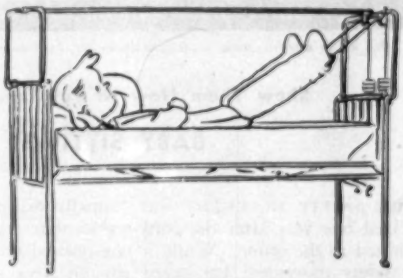
Here lies Anna
1. She slipped on a banana.
It wasn't the fruit that made her go

On a stove there is a pot,
2. Handle out and boiling hot.
Baby fingers, reaching high,

A crisis arises and sets your nerves ajar.
3. You need to know where the baby's parents are.
You reach for the phone—too late to know—



The second step was the biggest of all,
4. For she landed downstairs—a terrific fall.
If she had only thought to turn on the light



Baby, scattering his toys about
5. May put "gramps" down and out.
Show baby how to put toys away

Answers: Suggested lines for jingles:

1. It was the skin of the thing that laid her low.
2. Scalding soup from eye to thigh.
3. You forgot to ask where they'd go.
4. She wouldn't be in this terrible plight.
5. So "gramps" can walk another day.

How to use the library: 1—1913, Arizona; 2—500,000; 3—28,000; 4—4,200,000; 5—600,000,000.

RIGHT EQUIPMENT COMMANDS ATTENTION

Make your school safer by outfitting safety patrolmen with our excellent equipment. Here are just a few of our items.

AVAILABLE FOR IMMEDIATE DELIVERY

Raincoats and Belts
Safety Patrol Belts
Felt Arm Bands
Safety Buttons
Badges
Overshoes
And the Corporal Digby Safety Sentinel

WHITE RAINCOATS made of 100% American Rubber. Also available in yellow or black. Highly visible.

CAPS

Snappy eight-point style gabardine cap may be had in Navy Blue. Other colors on special request.

SAFETY PATROL BELT

The very popular adjustable school safety patrol belt. Made of two inch and 2½" heavy quality. Web with two-piece nickle rust-proof buckle with prong toggle. Both waist belt and shoulder strap are easily adjustable. The entire belt easily cleaned.

BADGES

WRITE FOR CATALOG TODAY!

GRAUBARD'S

America's Largest Safety Patrol Outfitters

266 Mulberry St., Newark 5, N. J.

We Love a Parade!

(from page 15) demonstrated various devices, some of which had been developed at the Center. Included among these were two driver trainers, a driver-stability testing device, and a psychophysical testing device known as the Porto-Clinic. Signs on the Center's float reminded the viewers that the good driver is sportsmanlike, courteous and skillful; that he is physically fit and mentally alert.

In addition to Ned H. Dearborn, president of the National Safety Council, and Vincent Impellitteri, mayor of the City of New York, the parade was reviewed by numerous other officials of civic and safety organizations.

While little is known of the educational values of a parade of this nature, it was the stated purpose of those individuals and organizations which participated to stimulate interest in, and activity toward, the war on accidents. Mr. Dearborn is reported to have said that he would be pleased to see wide participation in parades of this nature in cities throughout the nation.

Yes, we love a parade! Let us all obey the rules of safe conduct in order that we may live more satisfying and effective lives.

PLASTIC SAM BROWNE BELTS FOR GREATER SAFETY

Available in either white or Federal yellow, these plastic belts glisten in the sun and are bright on dark days. Flexible—Smartly Styled —Adjustable—Easily Cleaned.
Federal Yellow Flags with desired lettering and Yellow Raincoats with Hats and Cape Caps to match complete the attire of your School Patrol.

Endorsed by Safety Councils, Auto Clubs and School Authorities Everywhere

The M. F. MURDOCK CO.
AKRON 8, OHIO

The Small Community

(from page 12)

Ministerial Association—Rev. George Bishop
St. Mary's school—Rev. Peter Eiden
Veterans of Foreign Wars—S. K. Tyler
Parent Teachers Association—Norma Reynolds
Federated Women's Clubs—Nina Rockwell
Republican-Observer—Russell Fogg
Lions Club—Rev. Joseph J. Boulet; Rev. Sig Sandrock
Richland County Traffic Patrol — Howard Huffman
Kiwanis Club—Frank Cosgrove
Chief of Police—Robert Peach
Station WRCO—Thomas R. Kelley
Chamber of Commerce — John Chandler, president; Ellis Lee, secretary
City schools—G. H. Grosenick
County schools—Ted Jacobson
Mayor—E. J. Brundley
Richland Center Industrial Safety Council—F. C. Alexander
Safety Director—H. W. Pier
Richland Democrat—James Olson

After a thorough discussion of the safety problems of their own community, the twenty persons voted unanimously to organize a Richland Center Safety Council, with the Rev. Mr. Sandrock as temporary chairman, to correlate the safety activities now on-going in the various organizations and to extend those activities wherever the local situation seems to indicate a need.

Richland Center, population 4,600, has not answered its safety problem. It has undertaken a concerted effort to find the answer.

Survey of Safety Trends

from page 16

students, and other students in the teacher training program. The health and physical education major curriculum at that institution has recently been discontinued, and, since safety education was administered under that department, it too has been eliminated.

A. *What students take the courses?*
1. Elective for all students—8
2. Students in teacher education—6
3. Required of major students in various

curricula—4

Illinois and Purdue universities are good illustrations of the above practice. At these institutions, the various engineering students usually must take one course pertaining to safety in their specific fields. Likewise the students of agriculture will probably take one course which emphasizes farm safety. The home economics girls will study the hazards of the kitchen, and other home areas. But there is no opportunity for these students to indulge in a survey course of safety education which would make them familiar with the over-all problems of the field.

4. Required of physical education majors—3
5. Required of prospective teachers—3
6. Required of students in the college of education—2
7. Special workshop groups—2
8. Students taking a safety minor—1
9. One hundred students per year—1
10. Administrators—1

B. *Who teaches the courses?*

1. Professor of health and/or physical education—15
2. Professor of education—6
3. Professors in various curricula—3
4. Guest instructors—2
5. Director, safety services—1
6. Supervisor, safety education department—1
7. No indication—1

C. *What areas are included in the courses?*

1. All—19
2. Driver education—5
3. First aid—5
4. Water safety—2
5. Home, school and highway—1
6. Elementary school—1
7. Health and safety—1
8. Specialized areas—1
9. Miscellaneous—1

Four writers indicated that their courses were a combination of driver education and first aid. One can see a gruesome connection between the two, if one inclines toward the facetious side of life.

Probably a fair interpretation of Item One above would be that some safety is taught covering both the elementary and secondary levels; and it probably includes the areas of home, school, recreation, industry and traffic safety.

D. *How long have the courses been a part of the curriculum?*

1. At least 15 years—8
2. 14 years—1
3. At least 10 years—6
4. 9 years—1
5. 7 years—2
6. 6 years—2
7. 5 years—2
8. 4 years—2
9. 3 years—1
10. 2 years—1
11. 1 year—3

E. *Under what department are the courses administered?*

1. Physical education—14
2. Education—10
3. Health—1
4. School of health and physical education—4
5. Various departments depending upon the curriculum—1

In two cases the courses are jointly administered by the education and physical education departments.

II. *Is there a safety education committee on your campus?*

Yes—9

No—16

Not as such—4

The four latter institutions indicated that, although they do not have safety committees as such, there are faculty committees which do include some discussions of safety as a part of their functions.

A. *Of whom is the safety committee composed?*

1. Faculty appointed by president—6
2. Faculty and students—1
3. Representatives from all campus departments—1
4. Various department directors—1

It might interest you to know that, at Purdue University, the chairman of the safety committee is the director of the public safety institute, and the secretary of the committee is the safety engineer. In my opinion, the safety engineer should be the chairman of the committee, primarily because his interests are centered on the campus. It is

no reflection on the director of the public safety institute to say that his chief duties and interests are off the campus.

B. *What is the function of the safety committee?*

1. To advise and cooperate with students and faculty—6
2. To pass upon courses and content—1
3. To advise with the director of safety and campus police—1
4. To control traffic, parking, and building safety—1
5. Not yet stated—1

C. *To whom is the committee responsible?*

1. The president of the institution—8
2. The president and the executive dean—1
3. The provost—1
4. The school administrator—1
5. The faculty senate—1

D. *What are the specific improvements in the safety program as a result of the actions of this committee?*

1. Improvement of traffic conditions on and around campus—2
2. Removal of certain safety hazards on campus—2
3. Bringing course content up to date—1
4. Increased parking lots, better policing, building repairs—1
5. Definite safety plan for campus drawn up and approved—1
6. Hired safety engineer for the institution—1
7. Committee too new to show specific results—2
8. Student organization volunteered help—1

   Regarding Item Eight, it is interesting that a national service fraternity at one of the southern universities interested itself particularly in the traffic hazards which occur during the football season.
9. Reduction of accidents to workers in division of buildings and grounds—1

III. *What are the plans of your institution in the immediate future to further the safety education program?*

1. No definite plans—8
2. Extend present plans on all campus levels —6
3. None—3
4. Better parking facilities—2
5. Introduction to graduate courses—1
6. Establishment of statewide safety center —1
7. Integration of safety education in various campus courses—1
8. Require all freshmen to take first aid—1
9. Pedestrian safety campaign—1
10. Require swimming for graduation—1
11. Offer driver education more frequently —1
12. Attempt to reach all grade levels—1
13. Expand driver education program—1
14. Enlarge scope of safety education department—1

APPARENTLY ONE OR MORE courses dealing with safety education are offered in many of the colleges and universities of the country. Further information on this question is found in the introduction to the 1952 issue of **Safety Courses for Teachers**, as follows:

"According to reports received by the higher education committee of the National Safety Council, 215 colleges in 48 states are offering 431 courses in safety education this year. Of these, 204 courses are devoted to driver education." In the 1950-51 school year, 211 colleges in 46 States offered 391 courses in safety education.

In other words, in two years there has been

for
SAFETY PATROL EQUIPMENT

Send for new circular of Sam Browne Belts, Arm Bands, Badges, Safety and School Buttons.

We can furnish the Sam Browne Belts in the following grade—adjustable in size.

The "Bull Dog" Brand Best Grade For Long Wear White Webbing 2" wide at $15.00 Per Doz. $1.50 each small lots.

3¼" ARM BANDS

Celluloid front—metal back. Web strap and buckle attachment.
No. 33 Blue on white JUNIOR SAFETY PATROL.
No. 44 Green on white.
SAFETY COUNCIL PATROL UNIVERSAL SAFETY WITH TITLE PATROLMAN OR CAPTAIN

Per Dozen ..... $5.00 Lots of 50 ..... 28c each
Lots of 25 ..... 30c each Lots of 100 ..... 25c each

SIGNAL FLAGS—12x18 Inches

Red cotton bunting, white lettering, "SAFETY PATROL."
Per dozen ..... $6.00 Less than dozen ..... $1.00 each

Write for our Safety Patrol Circular
OUR RECORD 53 YEARS

AMERICAN BADGE COMPANY
129 West Hubbard, corner La Salle, Chicago 10, Ill.

an increase of four colleges offering some safety education; two more states are included; and forty-one more courses are available to the students. The trend, then, while slow, is favorable.

However, with 204 of the 431 present courses being devoted to driver education, it appears that undue emphasis is being placed upon driver education, or not enough emphasis is being placed upon general safety courses.

Perhaps the secondary school authorities, as a result of the tremendous expansion of the driver education program, are calling upon the colleges to devote so much time to training instructors for this work that not enough time is allocated to general safety. If the secondary school administrators would insist upon well qualified teachers of general safety education, it might force the colleges and universities to devote more time to the over-all field of safety.

There is no agreement as to just what group of students should take courses in safety education. Possibly the trend is to make such courses elective, upon the probable assumption that a student who can foresee some use for the course might schedule it. There is an indication that prospective teachers might be required to take at least a survey course in safety education, but it is only an indication—not a trend. I have contended for many years that all prospective teachers should have such a course.

Professors of health and physical education are the instructors of safety courses in about one-half of the institutions. In about one-fifth of the institutions, professors of education instruct the courses. These figures are not surprising since the physical educators accepted safety education sooner than did most other educators. No doubt the trend will continue to include the health and physical education leaders as teachers. It is my opinion that an increasing interest in safety on the part of general educators will strengthen our position, both at the secondary and higher education levels. Departments of education do exert a tremendous influence upon the type and content of the courses included in various curricula, and we must do everything possible to enlist their cooperation.

With nineteen of twenty-nine replies indicating that all areas of safety are included in their courses, the trend is obviously good. One would guess that those institutions which still teach only in limited areas are not fortunate enough to have staff members who are trained in the whole field. This would indicate the need for in-service training, work-shop courses or some method of enabling more staff people to broaden their abilities in safety education.

The trend over a period of years indicates that there has been a steady increase in the number of schools offering courses in safety. The replies to my letter showed fifteen institutions which have had courses for at least ten years, and nearly as many more which have added courses during the past ten years.

A majority of the courses are administered by the departments or schools of physical education and health. Most of the others are under the department of education. In two cases there is joint administration by the education and physical education departments. There is perhaps a slight trend toward having the education department administer the courses. The advantage in this, if any, is to recognize the fact that sometimes *education* courses have more prestige on a campus than do *physical education* courses. As a physical educator, may I say that more than anything else *we want courses offered,* no difference under whose supervision.

Apparently there is no great movement toward the establishment of campus safety committees. Sixteen replies stated that they have no such committee, while only nine institutions have active safety committees. Four others include safety as a part of the business of other committees. A number of good things have resulted from their work.

The fact that most of the active committees are appointed by and responsible to the president of the institutions is interesting. It seems to indicate that the administrators are becoming more aware of the safety problems. Surely, if the presidents of our colleges and universities develop a real interest in our field, we shall progress much more rapidly than would otherwise be possible.

It is difficult to specify one trend in connection with the "function of the safety committee." It appears that these committees can use some concrete suggestions regarding how they should function. I refer, for emphasis, to the item about the campaign headed by a national service fraternity to reduce traffic accidents at college football games.

The items listed "specific improvements" indicate that each committee has taken action to alleviate local hazards. They are all good, but, to me, the outstanding action was the appointment of a safety engineer at one of the institutions. This man was engaged from an industrial position, and was asked to apply his knowledge to a campus situation. It impresses me as being a most interesting and challenging assignment.

Fourteen different items are listed under

"What are the plans of your institution in the immediate future to further the safety education program?" Eleven institutions either have no plans at all, or are indefinite in their plans. This is not a good trend. It probably indicates that at these institutions there is *no one person* whose chief interest and time is devoted to safety education. I believe that if nothing more is done in the next year at these institutions than to *appoint such a person*, that a long step in the right direction will have been taken.

THE DATA PRESENTED IN this paper have been brief and limited in their implications. However, I think we have brought out a few facts which were not generally known or thought of by the average safety educator. It is obvious that in very few instances can we say of a specific fact, "This is a trend!" To me this only indicates that up until now each college and university has been acting alone, on a sort of hit-or-miss basis, according to local conditions. Would it not be better to pool our ideas, exchange our plans, share our results, and go forward as a united group rather than as individual institutions?

It is my impression, based upon the facts presented here, that we have not progressed as rapidly as we should have in the past two years. I do not know why we have been so slow. It would be an interesting project to determine ways and means by which we can *better* and *faster* realize the objectives stated at the Cincinnati conference.

Doubts Patrols Improve

(from page 3) safety patrol, the cons over-balance the pros. After seventeen years as an elementary school principal, in which time I honestly tried every idea ever suggested, the teachers and I came to the conclusion that we could do the job better without the formal organization of a safety patrol.

Through full and exhaustive discussion and agreement, we decided that the safety of our children was too important to place in the hands of other children.

We realized that, if the job were to be done well at all, it would need our constant and direct guidance and supervision. We worked out a program of activities in *safety education* for the entire school. With this curriculum design as a guide, each teacher worked out with his children a series of experiences calculated to develop an ever-increasing awareness of the importance of safety, including intelligent behavior in crossing the street. Some aspects of the safety patrol were incorporated in the classroom programs, but these were restricted to those experiences which each teacher could personally supervise.

Was the program successful? We have only our own subjective judgments as evidence, but at least we *thought* it was. It seemed to us that the children exhibited more intelligent judgment in their behavior than they had before.

We were sure of one thing. Every teacher was safety conscious and worked diligently to make safety education functional in the life of each child.

Over My Shoulder

(from page 1) And I am grateful that my job does pay off in a measure of such satisfaction.

"For, by the very nature of my work, I am trying to prevent tragedy, heartbreak and suffering. It's my job, you see, to prevent accidents by selling safety to the public through the medium of publicity and public relations.

"Can you imagine anyone not feeling good when he figures that something he may have done in his work has saved a human life? That is safety.

"And can you think of a better way to make a living than by persuading people to be fairer and more decent to other people? That is public relations—practical Christianity.

"As each of you leave college, I wish for you every possible success—prosperity, security, happiness, prestige. But beyond all that, I wish for you the greater thrill that comes with doing something that will make the going a little easier for someone else—the thrill that comes only with the satisfaction of achievement."

Charles W Taylor

The spring term of the evening program in industrial- and traffic-safety training offered by the Center for Safety Education, New York University, begins February 3.

An expanded curriculum makes it possible for students, enrolled for a full program during the fall, to complete their course requirements for a certificate in either industrial or traffic safety. In addition, new students and students not working toward a certificate are eligible for enrollment in any of the courses.

MONEY DOESN'T COUNT WHEN A CHILD'S LIFE IS IN THE BALANCE

Safety Education's

Posters

Lesson Units

Data Sheets

will help YOU conserve children's lives

Address inquiries to the National Safety Council
425 North Michigan Avenue, Chicago 11, Illinois

Sgt. 1st Class Einar H. Ingman U. S. Army Medal of Honor

THE REDS IN AMBUSH on the ridge had lain concealed, withholding their fire. Now they opened up. The two squads were trapped. Their leaders were wounded; others were dropping.

Sergeant Ingman took command. He reorganized the survivors, assigned fields of fire, encouraged the men to fight. A red machine gun opened fire. The sergeant charged it alone, hit it with a grenade.

Then he tackled another gun. A grenade and a burst of fire knocked him down, badly wounded. He got up, reached the gun, and dispatched the entire crew. When his squad reached him, they found Sergeant Ingman unconscious—but 100 of the enemy fleeing in panic.

"Bucking the Communists," says Sergeant Ingman, "takes an awful lot of staying power. The G.I.'s have got it. You have, too, when you invest part of your hard-earned pay *regularly* in U. S. Defense Bonds."

Bonds are first of all a cash saving for you. But they're also back of our country's *production power*. Which couples up with G. I. *fire power* to keep the peace for all.

Peace is for the strong!
For peace and prosperity save with
U.S. Defense Bonds!

Now E Bonds pay 3%! Now, improved Series E Bonds start paying interest after 6 months. And average 3% interest, compounded semi-annually when held to maturity! Also, all *maturing* E Bonds automatically *go on* earning—at the new rate—for 10 *more* years. Today, start investing in Series E Defense Bonds through the Payroll Savings Plan.

The U.S. Government does not pay for this advertisement. It is donated by this publication in cooperation with the Advertising Council and the Magazine Publishers of America.

"The sergeant charged alone . . ."